

The National
PARENT-TEACHER
FORMERLY CHILD WELFARE
Magazine

Stub for index

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AUG 25 1936

• THE ONLY OFFICIAL MAGAZINE OF THE NATIONAL CONGRESS OF PARENTS AND TEACHERS •



September 1936
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ADVENTURE . . .

AND what a *big* adventure . . . that first exciting encounter with the ocean! It takes confidence and courage. *Confidence* in daddy . . . and *courage*, nurtured in a healthy little body by a wise mother.

In seeking wholesome, body-building nutrients, more and more mothers are learning how canned foods can help. First, those canned *strained infant* foods, recommended by pediatricians. And then, canned foods in all their abundant variety. Because canned foods for infants as well as for adults have this important value in common: they are

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This Seal of Acceptance denotes that the statements in this advertisement are acceptable to the Committee on Foods of the American Medical Association.

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AMERICAN CAN COMPANY

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Behind the Winners!



A winner of four major awards—every one a top honor in its classification. That is the record of Lester Injection Molding Equipment in the Sixth Annual Modern Plastics Competition. Coveted top awards in the four classifications: Communications—Architecture—General Housewares—Displays—were won by products molded on Lester machines. We are justly proud of this recognition of the contribution our machines have made in the production of these products and salute the designers and molders responsible for these achievements.



The variety of these top award winning products—the diversity of the fields they embrace—offer striking evidence of the adaptability and flexibility of Lester machines. Here, also, is further proof that when new and unusual molding problems present themselves, the solutions are often found in Lester machines.



Less spectacular, but equally important, is the reliable, dependable service Lester equipment is rendering in the plants of many other of the largest and most successful molders in the country. In these times of geared up production, when the entire industry is making all-out efforts to fulfill the role plastics are now asked to assume, Lester is proving its ability to "take it" under the most trying conditions.

1. Top Award in Communications.

RADIO MAST STANCHION

Molded of Polystyrene by the Erie Resistor Corporation, Erie, Pa., on the new 16-ounce Lester Model for the Bell Aircraft Corporation, Buffalo, N. Y.

2. Top Award in Architecture

LUMITILE PANEL

Molded of Polystyrene by the Recto Molded Products Co., Cincinnati, Ohio, for Co-Operative Displays, Inc., of the same city.

3. Top Award in General Housewares.

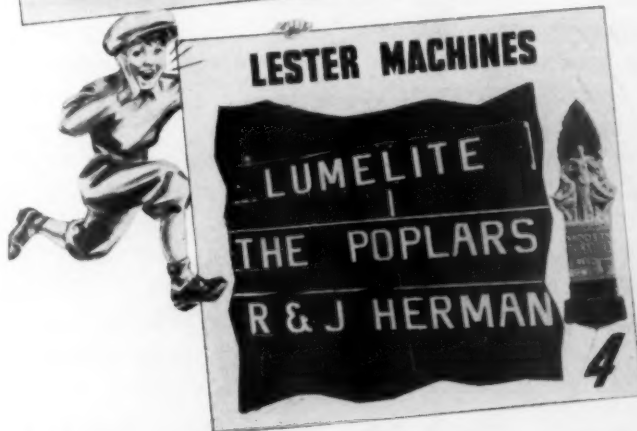
DAZEY SUPER JUICER

Molded of Lucite and Polystyrene by the Injection Molding Company of Kansas City, Mo., for the Dazey Churn and Manufacturing Co., St. Louis, Mo.

4. Top Award in Displays.

LAWN STAKE SIGN

Molded of Lucite by Pyro Plastics Co., Westfield, N. J., for Lumelite Corp., New York City.



Why not find out what makes Lester Injection Molding Equipment win in any competition? Ask for Catalog or tell us your problems. Our knowledge and experience will be at your disposal.

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Award Scientific Group
6th Modern Plastics Competition



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a unique instance of plastics serving a unique scientific use.

Engineers of Niagara Insul-Bake Specialty Co., cooperating with Surgeons of the American Hospital in Britain, selected Plaskon as an ideal material for this "window," a material chemically inert and easy to sterilize.

Our precision molding technique did the rest, produced the device that met all structural and chemical requirements. We are proud of the Award conferred by the Judges of Modern Plastics Competition as confirmation of our skill. Our molding services are at your disposal, too.

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TOP
AWARD

Philco microphone housing molded by Sinko Tool & Mfg. Company, who exclusively use H-P-M Injection Molding Presses.

Montgomery Ward flashlight molded by Gits Molding Corp., another large injection molder using H-P-M Press equipment.



HONORABLE
MENTION

H-P-M Press Users Consistently Win Modern Plastic Awards

HPM

Investigate
why these leaders choose H-P-M "All
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their production requirements.

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Mount Gilead, Ohio, U. S. A.


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TOP
AWARD

Dupor respirator injection molded by Sobenite, Inc., another exclusive H-P-M Press user.

Sessions office clock compression molded by Stokes Rubber Company.



HONORABLE
MENTION



TOP
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Philco refrigerator frame multiple injection molded by Thermo Plastics Division of Standard Products Co.

Design

Speed Nuts

YOUR PRODUCTS

PLAN AHEAD

for Better Fastenings

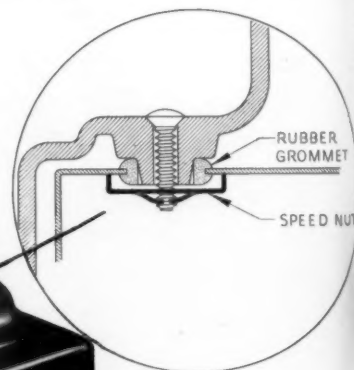
Improvement in the design of the product itself is not the complete solution of any manufacturing problem. Assembly means and methods are of paramount consideration when the product is in the drafting board stage.

With the cost of raw materials, interest and labor relatively fixed, the actual assembly of your prod-

uct is the only big flexible factor left to determine profit or loss. This is where the SPEED NUT System fits into your own manufacturing plans.

Proper design planning for faster assembly will show you an amazing reduction in net costs if your original designs are planned in advance for SPEED NUT or SPEED CLIP applications.

These Plastic Award Winners were



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Speed Clips

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SPEED NUTS and SPEED CLIPS are manufactured in over 800 shapes and sizes for bolts, screws, rivets and plastic studs. Send us your assembly details and we will mail samples and engineering data promptly.

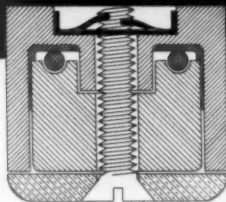
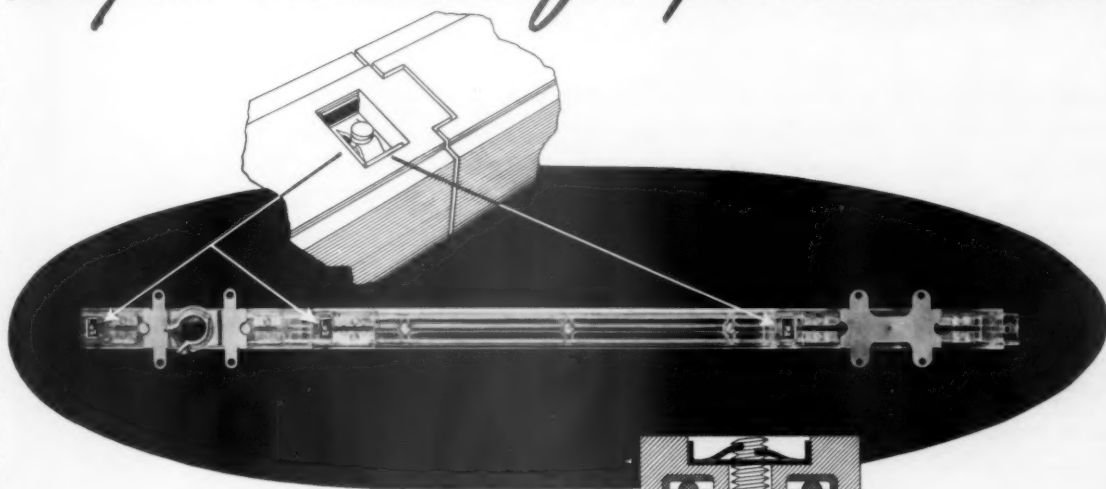
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C O N T E N T S

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THE ONLY OFFICIAL MAGAZINE OF THE
NATIONAL CONGRESS OF PARENTS AND TEACHERS



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CONCERNING CONTRIBUTORS

ALICE V. KELIHER took time from a crowded schedule to write "So They're Going to School." This article will be helpful to both parents and teachers, for it discusses the importance of giving the child the right start toward his school career. For the last three summers Dr. Keliher has been in charge of the Progressive Education Demonstration School at Alabama College, Montevallo. She is chairman of the Commission on Human Relations, of the Progressive Education Association.

"All the Others Do It" is not only the title for this helpful article on a situation which has to be faced by most parents of teen-age boys and girls, but it is also the excuse which most parents grow so tired of hearing. The author, HAZEL S. SCHAUS, is with the Iowa Child Welfare Research Station.

With this issue we start the Parent Education Study Course for 1936-37. "The Family and the Community." The first of the eight articles, "What the Modern Family Can Contribute to a Community," is by the chairman of the Committee on Parent Education, National Congress of Parents and Teachers, ADA HART ARLITT. Dr. Arlitt is professor and head of the Department of Child Care and Training, School of Household Administration and Graduate School of Arts and Sciences, University of Cincinnati. She is the author of a number of articles and books.

Our readers are already acquainted with the charming—and thoughtful—work of REVAH SUMMERSGILL. This month she contributes both an article, "Allowances Advance," and a poem, "September Morning."

"Make the Most of Your Child's Talents" is by WILLIAM H. BRISTOW, General Secretary of the National Congress of Parents and Teachers. This able discussion of an important trend in educa-

tion today will interest both parents and teachers, and will enable them to cooperate in helping children to find themselves. It is offered as a supplementary article to the Parent-Teacher Program, as well as to be of help to the individual reader. Prior to his appointment as General Secretary of the Congress, Dr. Bristow was director of the bureau of school curriculum



Alice V. Keliher

for the Pennsylvania State Department of Education.

Beginning with this issue, the popular series of articles about the Robinson family will be written by MARION L. FAEGRE, assistant professor of parent education at the Institute of Child Welfare, University of Minnesota, and associate editor of this magazine. Mrs. Faegre was graduated from the University of Minnesota with an A.B. degree in 1912, and has studied at the graduate school at Minnesota and at Radcliffe College. For five years she

directed a small nursery school, and was for two years supervisor of the Preschool Behavior Clinic of the Minneapolis Infant Welfare Society. Collaborating with John E. Anderson in the writing of *Child Care and Training*, she is also the author of numerous magazine articles. Her two sons are twelve and eighteen years old.

MARGARET HOUSE IRWIN, formerly research assistant to Dr. Harry Steenbock of irradiated foods fame, at the University of Wisconsin, is working with us again in this volume. Her article for this issue is both timely and helpful—"What Does Your Child Eat for Lunch?"

Ever since 1913, when she was graduated from Smith College, MARION PARKER has been active in home economics work. Her positions have been held in Massachusetts where she has worked with both rural and urban groups. She is an active member of the American Home Economics Association. The department "For Homemakers" is written this month for the first time by Miss Parker, who will conduct it for a number of succeeding issues.

For about twenty-five years GEORGE HETZEL has been in public school work, so he has ample experience on which to base his editorial called "Why Parents and Teacher Should Organize." He has been principal of elementary and secondary schools in Kansas, Oklahoma, and California. For the last twelve years he has been principal of the John Marshall Junior High School in Pasadena, California. The last school year he spent as exchange principal at Woodrow Wilson Intermediate Grade School, Passaic, New Jersey.

JAMES NEWELL EMERY, author of "The Teacher in the Spotlight," is principal of a school in Pawtucket, Rhode Island, and active in the work of the Rhode Island Congress of Parents and Teachers.

If You Are Interested In . . .

The Preschool Child, see pages 6, 12.

The Grade School Child, see pages 6, 12, 14, 15, 16, 19, 24.

The High School Boy and Girl, see pages 8, 14, 15, 16, 18, 19, 24, 46.

Children of All Ages, see pages 5, 10, 20, 47.

Home and School Material, see pages 6, 16, 19, 22, 24, 30.

P.T.A. Problems, see pages 5, 10, 16, 22, 38, 39, 40, 44, 46.

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The President's Message



Never a Harsh Word

A WOMAN told me with great feeling once that her father and mother had not spoken to each other, except through the children, for five years, since he had lost all his money in an investment against which she had warned him. This daughter said that the children grew to hate the atmosphere at home and said frankly that they wished the father and mother would separate, rather than maintain the icy tolerance for each other which made life intolerable to all the family.

I heard later that both the parents felt throughout those years that they could not stand being in the same house but felt it impossible to "break up the home for the children." They never realized that the ice had already broken it up.

I recall a magazine article by a famous daughter of a famous father inveighing bitterly against conditions of their home, filled with quarreling and suspicion but maintained so the children might have a "home to remember."

Not long ago I heard a noted preacher say in the pulpit that not 20 per cent of marriages were happy, but that 75 per cent could be happy if half the study and effort which are put on business, bridge, or housekeeping, could be applied to the task of marriage success.

Still later a woman told me that her home had always been so peaceful that she had hardly realized there was ever a differing opinion in it. She acknowledged that her mother always agreed with her father because "her father was always right." And her brother added, "You bet he was always right and no one dared disagree with him aloud, but I don't remember ever thinking as he did about anything."

One more incident that comes to my mind is of the father and mother of one of my best loved school girl friends who always insisted that sweetness and light were the very atmosphere of their home, her father and mother apparently having such lovable dispositions that no one could be anything but happy in their presence.

All of which makes one wonder whether the home where the adults persistently strive to adjust themselves to each other, tolerant of each other's opinions and idiosyncrasies, does not gain a harmony built upon divergent tones that in the end is more beautiful, if more complex, than the simple harmonies in which no tones clash and in which there is no need to bring them together.

It seems as though it were only in the most extreme cases, where mental instability makes adjustments impossible, because not understood, or in homes where the health and safety of the whole family are endangered that the breaking up of the home is allowable. But let us not deceive ourselves—lack of effort to adjust our differences and live decently in peace with each other is never kept from the intelligence of our children. *They know* if in our hearts we bear hatred, even though the lips smile and words be smooth. This is, perhaps, the greatest sin toward children who, helpless to leave us because they do not know where or how to go, are made to live in the atmosphere of hypocrisy and undercover cruelty.

Most parents, if they will, can develop tolerance and kindness toward one another, may revive apparently dead affection, may, by remembering that "this, too, will pass," tide over incompatibility and round out long, peaceful, and happy years with each other and their children.

President,
National Congress of Parents and Teachers.

FEW things in life seem to be of such signal importance as starting to school. To the child it is the culmination of a series of questions and comments: "Are you going to school?" "Won't it be nice when you're old enough to go to school?" "Just think, soon you will be old enough to go to school and learn to read!" "When you're as old as Brother you can go to school."

Or perhaps it is big brother himself who talks about school, who displays his books, who says to head-patters, "Junior's too young to go to school." Whereupon Junior is the more eager to start this great adventure. Numerous other forces—watching all the neighbor children off in the morning; the comments of uncles, aunts, and grandparents; and just the general attitude of expectancy about the occasion—build up in the mind of the child an exaggerated importance of school. So the five- or six-year-old who enters school begins with a stock of attitudes about school garnered from all of these sources. He already anticipates it with pleasure or dreads it before the September day for entering arrives.

Even if there were not all of the over-emphasis on its importance, the very fact of going to school would naturally be an important and significant event for the child. He goes abruptly from a small family group into a classroom group usually much over thirty persons. Instead of the relative simplicity of getting about in his home, he passes through corridors usually crowded with hundreds of children. He also leaves his parents, with whom he is very familiar, and goes into the hands of a new group of adults. This is quite a difficult adjustment. These new adults behave in a different way from parents. They don't even know one's name at first and they don't say "yes" and "no" to the same things that parents do. The child also leaves a home furnished for living. He goes into a building usually quite different from the home and into a room usually made for school-like things—not homey things. He goes from a day in which the only boundaries to freedom have been eating, sleeping, washing, toileting, into a day usually fully scheduled. In most instances the child has to make some adjustment to this school schedule. These are only a few of the adjustments children must make on entering school. There are many bewildering adjustments until the child has found himself. Parent and teacher must be aware of these.

In this significant experience of entering school, the parent is one of the most vital influences. Little children are sensitive to the attitudes of their parents. They are pathetically eager



SO THEY'RE

Alice V. Keliher

to please. Therefore, it is quite important that parents help build the right attitudes toward going to school and that they gauge their expectations in the light of the child's sensitivity. Parents would be the last persons in the world to want to hinder the growth of their own children. Many do, unknowingly. We, therefore, must look at the ways in which they help and the ways in which they block the progress of their children.

FIRST let us be clear about this fact: Preparing the child for school is not a separate job from all else done for the child. Going to school is an important new experience, as we have said. But preparing the child for *new experiences* is a larger task than just preparing him for school. So if we

seem to wander from our subject, it is because the specific problem with which we are dealing is part of a larger problem of helping children to live. The most wholesome, but often the most difficult, attitude for parents to assume is that of delight and joy in the child's growing independence and adequacy to take care of himself. It is hard for parents who have ministered to the needs of the young, very dependent child, to see that child grow into a new world where, in certain aspects of life, at least, the things the parents have given seem not as important in the life of the child as before. The wise parent who wants to see his child grow into life happily, disciplines himself against his desire to possess the child and to prolong in the child the dependence of infancy.



PHOTOGRAPHS BY H. ARMSTRONG ROBERTS

GOING TO SCHOOL

. . . Presents Some of the Ways in Which Mothers Can Help Their Children to Meet This New Adventure Happily

He finds joy in noting each evidence of growth that brings the child nearer to a realization of his own ability to live his own life. This same wise parent also realizes that, though specific needs disappear, other needs appear which become increasingly important as they become less tangible.

When the child is very young the services parents render are very practical and very evident. Washing the baby, feeding it, changing its clothes; helping the toddler to brush his teeth, put on his overshoes, fasten his leggings—these are all tangible things. The younger the child the more of this kind of attention does he need from his parents. As he grows older, though, his needs differ. He needs and wants less physical help, less definite assistance in the minor

things. A sign of growth is his insistence on helping himself. But as he grows away from these intensely practical needs he grows into an increasing need for a more complex, more satisfying relation with his parents. Earlier when his life had less expanse he got his security from the ministrations of his parents. As his universe expands he needs new areas of contact with his parents. He wants to ask questions, though he will button his own coat. He wants companionship, though he does not want petting. He wants the security of knowing that a stable, dependable, even-tempered, and loving adult is standing by, though he may rarely demand concrete expression of it. These are far more important relationships between parent and child than overshoe fastening or coat

buttoning. Parents should remember the "Wolf, Wolf" story and reserve unto themselves those things that are really important. They could then adapt an attitude of pleasure in seeing the petty needs disappear and watching the more fundamental psychological needs develop. The parent who insists on prolonging the importance of things in his relationship that belonged to baby days misses his chance to be of more fundamental, more satisfying value to the child.

We see why we cannot begin preparing the child a month ahead of school entrance when we are talking in these terms. These attitudes toward the child begin at least at birth. Especially for the mother upon whom there has been such close physical dependence it is easy to develop such a possessive feeling that when the young baby is first able to lift his head and display interest beyond his mother, she feels a tug; she feels the effects of her first weaning from the baby. Again when the baby is weaned from the breast, the mother must get accustomed to the feeling that she is no longer necessary to supply that intimate portion of the child's need. When the baby begins to walk and toddle and move about in his own orbit, the mother must again adjust her attitudes so that she does not suffer the customary feeling expressed by so many mothers regretfully: "My baby is growing away from me."

Parents can substitute for these possessive attitudes feelings of joy and pride in the child's normal progression and growth. The mother should be happy that her infant raises his head and notices objects, for this is a sign of normal growth. She should be gratified when his food régime includes a variety of body-building substances. She should be delighted when the child can toddle about for himself, for then his universe is expanding and growth along all lines can be facilitated. In other words, the wise mother is one who finds her happiness in seeing the child grow away from her in specific details of dependence because it means, in the long run, a parent-child relationship of mutual understanding and confidence unhampered by the petty regulations and irritations that so often serve to alienate the child completely from his parents.

Many par- (Continued on page 34)

"ALL THE OTHERS DO IT"

**Following the Crowd Has Certain Benefits for Young People,
and Can Be Kept within Reason by Guidance of Wise Parents**

BUT, Mother! Nobody in our crowd ever does that."

And that is more than sufficient reason why son or daughter should never have to do that, either—so think son and daughter.

Young people have their own particular standards or patterns regarding behavior, dress, cosmetics, and ideas. Not to be in line or not to follow the pattern is to be considered queer.

Once having accepted a set of standards, most young people are prejudiced against changing. It is only when an adolescent feels that he cannot get attention that he breaks away from group domination and does the opposite of what the group expects. Ordinarily, he excels by doing what the group does and by carrying their ways to extremes rather than by breaking away from the group pattern. If one boy wears a suit pinched in at the waist, his followers will tend increasingly to wear suits so tailored. If one adolescent wears a flashy tie, other members of the group will wear ties of even greater brilliancy of pattern. If one stays out late, the others will extend the hour for getting in at night later and later. Ask a girl of thirteen or fourteen why she wants a certain pair of earrings and she will say, "They're cute. Jane had on a pair today, and she looked swell. They just matched her bracelet, rouge, and finger nails." She might go farther, but she doesn't; however, in her mind she pictures herself in Jane's place and follows up with an attempt to get the earrings or perhaps some more becoming to herself.



So concerned is the adolescent with securing attention and "rating with the group" that he is constantly on the alert to see that even his family conforms to all of the standards which he feels essential. A sixteen-year-old girl insisted that her mother wear a coat down town on a fall afternoon when the temperature was ninety because coats were "always worn when you go shopping in the fall." She had read this statement in some fashion magazine and wished her mother to conform to it, regardless of the discomfort.

Although the group sometimes leads the child to absurd extremes, it does have a very important part to play in the development of the individual. First, the group serves as a social setting. A girl or boy in the teens will work endlessly on committees in order to have a satisfying sense of importance and the recognition that comes with the feeling that the other members of the committee are working together with him to carry out a common project. Satisfaction probably comes as much from the fact that he is "holding his own," "rating with the

group," as it does from the results.

Second, the group molds opinions. It lets one know about the acceptance or rejection of ideas, customs, dress, etc. Louise came home one day from school very much excited.

"Mother, what did you do with that dress of Aunt Margaret's you were going to fix for me?"

"You mean the one you didn't like?"



asked her mother. "It's up in that box where I keep our winter clothes. What do you want with it?"

"I'd like you to fix it for me. Yesterday Mary and Ellen were in Manville's and bought new dresses. And, Mother, the material in them is almost like that one, and the color is just right. Won't you fix it?"

Third, the group gives a definition of self and helps that self to develop through motivating behavior. Within the group the adolescent can find where he is and how he stands in the eyes of the members. An adolescent

boy of fifteen has just made the football team. He is tremendously proud to belong and voluntarily submits to a rigorous discipline of sleep and diet, to long hours of practice, and to playing the part assigned him on the team. The prestige of the group is here so great that no sacrifice is too much for the distinction of being taken within its charmed circle.

Fourth, the group gives companionship. Many an adolescent feels that no one at home sympathizes with him. He wouldn't think of revealing his hidden thoughts and language to the home circle for fear of indifference or ridicule. But in the group, there may be one, perhaps several, who sympathizes with those innermost thoughts and who, perhaps, has similar hopes and longings.

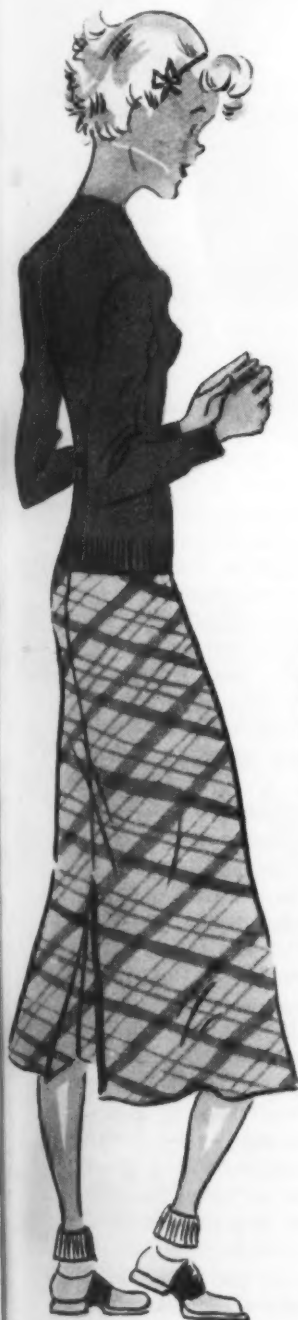
Last, the group gives a set of patterns and suggestions. These are certainly most helpful as they offer to the adolescent a mode of behavior which is acceptable. Jim, a lad of fifteen, was afraid to go anywhere because he didn't know how to act or what to say. He could play a horn and so was asked into the high school orchestra, which played for all sorts of meetings. For a long time Jim just watched the others, but gradually he lost his shyness and became one of them. He knew what to do.

WHEN THEY DON'T "RATE"

WHEN the adolescent is not able to "rate with the

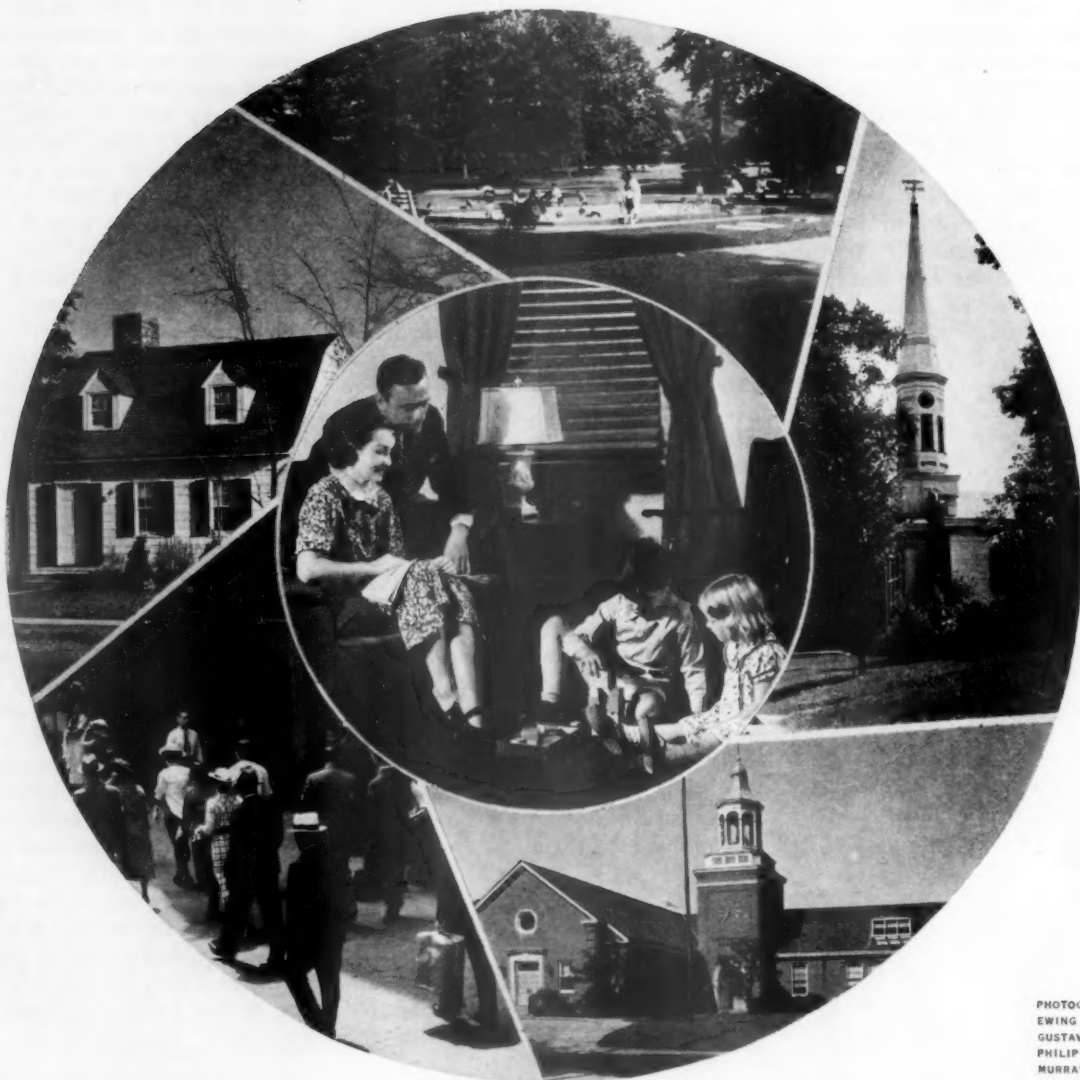
group" or does not have opportunity to exercise his desire for self-assertion, he may resort to any one or a combination of several types of behavior. The boy or girl who leaves the tennis court after being beaten at the game may say, "I would have won this game if I'd had the right kind of shoes," "I'd have made a better score if the sun hadn't been in my eyes," or, "I would have won if my racket string hadn't broken." He withdraws from his failure by making the shoes, the sun, or the broken racket, the difficulty instead of his own lack of skill or the superior skill of the other player. Or he may place some person at fault—his failure to win was due to an unfair referee; or to his little brother, who stood on the side lines and made faces at him. Instead of facing the situation and analyzing his own faults, he escapes from the entire situation because the fault is not his but that of some other person, event, or thing. Of course, it is probable that all individuals use this technic occasionally. It becomes serious only when it is the usual way of meeting situations.

Again, in his attempt to put the best foot forward, the adolescent may develop the habit of rationalization. Here he will tend to substitute for his own motive, which he does not wish to face, more socially desirable ones which will arouse praise rather than blame from the group. A high school girl who wishes to have a date in spite of the fact that her parents think that she is too young may say, "I don't care par- (Continued on page 26)



ILLUSTRATIONS BY
LISA PILBLED

WHAT THE MODERN FAMILY



PHOTOGRAPHS BY
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UNDERWOOD & UNDERWOOD

THERE are two great contributions which families may make to communities—setting standards for community life and training children to be good citizens. A generation or two ago families lived for the most part by themselves in homes surrounded by a large acreage of farm land. What the individual family did and trained its children to do was important much more to the family group itself than it was to the other scattered families that made up the community. Sound character and good habits were an asset then as now, but their influence on the community was not quite so important as it is today when a man's neighbors are separated from him by the thin wall of the partition between his and the next apartment. Not only is the individual's be-

havior important to the immediate community but today every child has become a world citizen in addition to being a citizen of his own country. As such he influences and is influenced by countries as far afield as can be brought to him by the radio and the daily press.

What are some of the characteristics that will make for a better citizen—one who contributes to his community—and where may these characteristics be developed?

To answer the second question first: The desirable qualities of character and personality are developed first in the home and later by the interaction between the home, the school, and the community. To the child up to school age, the family is the community and what he learns in the family group he

will, if helped, apply directly to community situations. A child who has set before him a family pattern of community service, who from his early childhood sees his mother and father taking their part in good community movements, is already on his way toward being a good citizen.

Since we have put it squarely up to the family, what are some characteristics of a good citizen and how can the family in its daily living help to develop these characteristics? A partial list would include the desire to serve, a sense of responsibility, respect for law and order, willingness to give good teamwork—that is, to work toward the accomplishment of a project even if one has to take a minor part instead of standing out from the group and receiving a large share of praise. To

CAN CONTRIBUTE TO A COMMUNITY

by Ada Hart Arlitt

this list should be added a willingness to cooperate, a willingness to act on the basis of what one believes to be right and fair instead of being diverted from one's standards by emotional displays or by the fear that one may not be "so popular" if one lives by high standards.

There are many family situations in which a sense of responsibility can be developed. As early as a child's capacities permit, the orderliness of his room should be his responsibility as well as dressing and undressing himself and washing his face and hands. In addition to these there should be some duty or task for the family which the family would miss if it were not done. As soon as children begin to show interest in the work of the home, such a task should be turned over to them and they should be made to feel important in doing it and uncomfortable when they have left the task undone because they have affected the comfort of the family.

There are many attitudes which if well taught transfer widely. A child who tears up and throws paper on the street can be shown that the effect that this has on the street is as bad as it would be in his front hall had he torn up paper there. A child who has picked flowers or torn up bushes on the street or in the park can be shown that he has damaged his own property as much as if he had damaged the flowers or shrubs in his own yard. By the time he has reached school age, if the training has been carried on skilfully, he will feel a sense of responsibility for things within his home and equally for the property of the community.

Respect for law and order develops first as obedience to the rules and regulations within the home. If the rules have been given in a uniform way, if there have not been so many that he cannot learn them, and if all regulations have been based on the welfare of himself and his family, if he has learned that "no" means "no" and that authority is not unstable and irrational but stable and just, he will carry the respect which he has gained for law in his home out to the community. Willing obedience to reasonable commands and to the rules and regulations of the home is essential as training for obedience to law in those larger communities—the city, the state, the nation.

Teamwork, working for the good of the group rather than for oneself and being willing to sacrifice oneself, if group welfare makes this necessary, is as basic for good citizenship as it is for a winning baseball team.

Cooperation, too, is learned at home. If a family council has talked over the crises that arise in every family and the parents and children have planned together ways in which to meet them, the first principles of cooperation have been learned. When this cooperation means that one has to give up something that one has long wished for in order that the family may live more fully, one has laid the basis for a willingness to forget personal profit in order that a larger number of people may live more fully.

Cooperation and obedience are excellent but there is also need for independence in thinking and initiative in carrying out creative work if the individual is to be well rounded. A person who has learned to think before he acts and to act in the light of a sound philosophy and a well-planned program may make more of a contribution to the community than one who merely follows blindly all of the

parent, child, and school all cooperate, bring into play many of the qualities of citizenship most to be desired.

The family not only develops the qualities which make a good citizen but it is the unit which sets the standard for the community. Whenever people say "they" should be making the children study more or "they" should do something about better standards for young people, what they really mean is that they themselves should be doing something. What those families agree upon as standards of child behavior, good government, sanitation and health, support of educational institutions, the community will agree upon, for the community is neither more nor less than an aggregation of the families within it.

One of the fine things that a family can do for a community is to work with a parent-teacher association in setting up good standards, particularly standards for childhood and youth. The parent-teacher association which meets with representatives from the student body of the high school of which it is a part to talk over guides for behavior is helping the whole community to set standards. These dis-

Ada Hart Arlitt Contributes the First Article in the Parent Education Study Course: The Home and the Community. An Outline for Use in Discussing It Appears on Page 38

traditions that have been set up. Great leaders have come from the ranks of those who have been willing to act on what they felt to be right rather than following blindly the paths already laid down.

None of these qualities will transfer very far outside of the home unless the child is given opportunity to practice them outside of the family group. When the family is engaged in community projects, it is well to let the children who are old enough help as far as their strength and capacity permit. Children who have helped in city clean-up campaigns, in city safety projects, and in city health work, under wise direction, usually learn much more about community service than those who are never allowed to take part in any community activity. School projects which bring in the whole group, and especially home and school projects in which

cussions, on such questions as, "How many times a week is it wise for a child to go out on school nights" or, "Should dances be chaperoned?" may have a far-reaching effect, for the youth group of the community, made up as it always is of representatives from families, can revolutionize the recreational life of children and adolescents if it takes as one of its projects providing splendid recreational facilities and leadership.

We have laid upon the family in relation to the community a heavy responsibility, but rearing splendid citizens and setting high standards of living in the community in which these citizens are to function is the family's own contribution to American life. As we have said before, a community is an aggregation of families and on these units of which it is made up will depend whether or not it is a good community for a child to grow up in.

FITTING THE CHILD TO THE HOME

by Dorothy Blake

Illustrations by Alice Harvey

THE glamorous profession of writing should, I think, be classed as a hazardous occupation with special employer's liability attached! For a writer can never be sure when some printed statement is going to be held against her. Never be sure that she won't have to prove what she said—and is denied the grand excuse of, "You must be mistaken. You must have misunderstood me." When an opinion is in black and white—why, there it is and you can no more deny it than you could your own child.

Months and months ago I wrote, "All this talk of fitting the home to the child is wearying. Why doesn't someone put a little grey matter on the question of fitting the child to the home? It would seem more along the line of proper proportion and common sense."

"Sounds very nice," said an editor, "but just how would you go about it? Suppose you do an article along that line."

Well, suppose I do!

In the first place I think of one statement which is, to me, full of wisdom. The more you consider it, the deeper is its meaning: "Childhood is not a preparation for life. It is life."

So often we mothers and teachers put forth every effort to create a perfect and completely artificial world for children. We try to give the children absolute harmony, understanding as individuals, work which either naturally appeals to them or is sugar-coated so that it will. We have come far from the expression of Mr. Dooley in giving the philosophy of the old-time education: "I don't care phwat you tache thim—so long as you make it onpleasant to thim." It is a good thing that that point of view has been changed. It would be better if it had been modified rather than reversed.

If we can mentally pull ourselves out of the pleasant and flowery fields

of sentiment into the hard, concrete road of reality, perhaps we can see just where we are heading.

Children still need to be taught their place. But the question to be answered is—what is their place?

It seems to me it is as an essential part of the whole family set-up. Each member of the home group has a personality and a right to develop it so long as it does not interfere with equal rights of the other members of the group. When children dominate, the balance is upset. When parents dominate unreasonably, the same is true. Where is the happy medium where happiness and harmony and individual growth are possible?

THE home is an even greater part of the educational system than the school. It has a child under its care more hours of the day and it has a head start of some five or six years before the school routine gets a chance. If we as parents are seriously trying to fit our homes 100 per cent to our children, we are doing the children a great unkindness. Not to mention the unspoken misery of the week-end or casual guests! When these same youngsters get out into a larger world they are going to have to do nine-tenths of the fitting. Yet back of them will be those years when, in the subconscious and plastic mind, has been drawn a picture of themselves as of vast importance; years when their wishes and their temperaments were the most serious consideration of the adults surrounding them. If they had no appetite for the lovely oatmeal, Mother would be eagerly glad to fix some nice milk toast. If they wanted to play ball against the side of the house and Father wanted to read in peace and quiet in the adjoining living room—Father retired upstairs or took the dog for a walk. The world was their oyster—and somebody else

opened it for them! Perhaps you think this is extreme? Perhaps it is—but not unusual. It is the application of the extreme which is causing so many of our middle-aged to say wearily, "When I was young, children were taught their place."

Here is the home of one family which has consciously been fitted to the children. The bedspreads are all off; the army blankets substituted so that the little ones can be free to romp from hither to yon. What will happen when they attempt to carry the same tactics into the homes of their little friends is not hard to imagine. All breakable ornaments have been stored away so that ball playing in the house can go merrily on with no damage—if parents and guests are good dodgers. And those things come with practice. Perhaps this is an extreme case—but we find variations of it all too often.

Father gets his heavy meal in town at noon so that there can be a light evening supper suited to the offspring. The fact that Father is an office worker whose job requires mental alertness in the afternoon is of secondary importance. Yet these children are perfectly able to understand that everything served on the table is not for them—and to accept the fact reasonably and cheerfully. But what is more essential is an early education in the sensing and consideration of the needs of other people. Their father is tired and in need of food that will put a little more zip and calcium into his spinal column. Few men have such fascinating occupations for eight hours a day that they arrive at the end of it with the energy of a two-year-old.

Just suppose the mother of this family we have been talking about were to say to her three, "Help me think up something especially good for Daddy's dinner tonight. It is such a hot day and he'll be tired. The things he likes will be too rich for you at night but we can all eat together and have a good time."

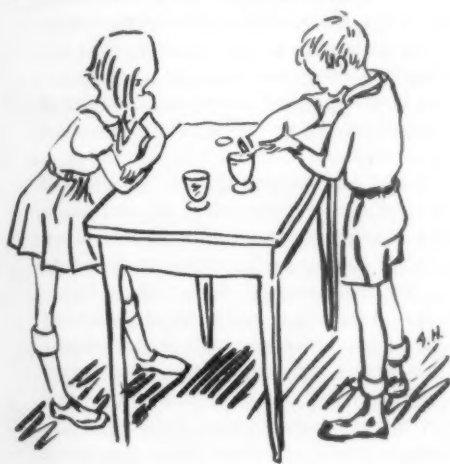
This is quite different from the old way of, "Eat what is set before you and no back talk." Or the extreme modern way of catering to the children alone and letting the rest of the family do the best they can. Any normally affectionate child will rise to the faith expressed that he wants to help some other member of the family or some guest. And if he has been brought up from the beginning to realize that there are some foods, some activities, some liberties which are unsuitable for his age, he will accept this without unpleasantness or feeling of resentment. It is all a matter of friendly relationships, based on fairness and mutual love and respect, between parents and children.



"They are able to understand that everything served . . . is not for them."



"Have them attempt to remake one which they have disorganized."



"They have learned to fit themselves to the home and its habits."



"They can be guided and encouraged to be gracious and thoughtful."

And it is not much trouble when fixing curried chicken and rice for the grown-ups to keep portions to be served to the children without the high seasoning. Nor does it require much additional work to bake an apple or two while the apple pie is in the oven.

LET'S go back to the question of army blankets vs. bedspreads as to what the well-dressed bed should wear. Someone looked me coldly in the eye and said, "And how would you keep the little darlings from using your best counterpanes for a happy hunting ground?"

That is what is known as being put on the spot!

I thought back over the early years when my children were small and we still managed to have a home that, in most rooms, conformed to standards of civilized living. Pride was one appeal we used successfully. Our home belonged to all of us and we wanted to be proud of it. We wanted our friends and our children's friends to admire and enjoy it. Soiled and mussed up beds did not add to this impression. A sense of belonging to a family where, for many generations, cleanliness and order had been the pattern of house-keeping had its effect. Children are naturally hero and ancestor worshippers and it is not far fetched to say that they really like the sense of background. This background, by the way, has nothing to do with money or social position and does not lead to snobbishness or a feeling of superiority. It is simply one more guidepost to mark the road toward consideration of people and of things.

One most effective method of teaching small children that a bed is for rest and orderliness and not for romping and confusion is to have them attempt to remake one which they have disorganized. If older children have not learned their lesson, another method is to let them pay for the laundering of covers which they have soiled. An allowance works for reduction as well as for addition.

To put away all breakable ornaments so that games of ball may become an indoor sport is working an unfairness to children. The earlier in life they can acquire a sense of appropriateness of activities, the smoother their lives will be. The same principle runs through everything and, to girls earlier than to boys, clothes which are suitable for certain times and occasions are very important. A bathing suit at the beach, a party dress at a party—ball in the yard or vacant lot and quiet occupations in the house. Reasonableness will usually get results. If it doesn't, then there must be regulations which have to be law. After all, the children are only a per-

centage of the total which makes up the family.

In fitting the child to the home there is a fundamental which is so often overlooked: every privilege must carry with it an additional responsibility. There was a twelve-year-old who stated loudly, "I couldn't help getting the floor all wet when I took a shower. And I forgot to take the bath towels off the rack before I turned on the water. I never thought of the soap in the bottom of the tub—and I'm sorry Dad slipped on it, but I couldn't help it!"

Ranting and raving would do no good and would simply create resentment. The Dad in this case simply said quietly, "If you aren't old enough to watch out for those things, you aren't old enough to take a shower and you will have to take tub baths until you are more grown-up."

It worked like a charm!

On the other hand, if we reverse the statement that every privilege carries with it an additional responsibility we come to another cause of friction. Ruth is told she must care for her own room. There is, at first, a sudden burst of energy and everything is put in apple-pie order. Then enthusiasm fades and clean clothes are left piled on the dresser, closet door is open, shoes start a convention under the bed. Mother has the bridge club coming so she straightens things up. Ruth can't find the admission card she needs for the game and, in her irritation, tells Mother that if she is to care for her room she wishes it could be left alone. Argument, hurt feelings on both sides. A privilege has been abused, the right of everyone to have some spot, no matter how small, which is safe from intrusion.

Another mother with the same problem said nothing when the room was disordered—but closed the door. The high school daughter brought a friend home just twice to open that door on an untouched room. Her reformation came from inside herself rather than from outside maternal pressure, and so, was lasting. As mothers and housekeepers we have a right to well kept homes and to the reasonable cooperation of the family. But each child has a right to his own room and to undisturbed possessions. If the sight of it is too terrible we can always close the door! And, fortunately, most children do not like the mental isolation of a closed door, even when they are not in the room.

In the home of the army blankets and the wide-open spaces, the evening schedule after the light evening supper is ideal—supposedly—for the children. There are quiet reading aloud by the mother for an hour, baths supervised by the (Continued on page 28)

ALLOWANCES

by Revah Summersgill

ADVANCE

ONLY recently allowances at our house advanced to where I knew all along they should be. It was the children's first-rate managing of the fun-money-and-school-supplies kind of allowance that gave me courage to take the step up to the plan that provides for their handling all expense money separable from family bills. Of course the price of food and shelter, care in illness, and a few such needs, cannot be so separated. But I believe that children get a pretty good notion of the cost of these larger necessities through paying for smaller indispensable or much-desired items.

At the very start, this larger-allowance scheme yields an unexpected dividend. Expecting good management of the younger members' funds automatically sets adults to thinking. In fairness to the new set-up, the family budget is obliged to show a workable system of accounts. The children will want to know how the thing is done, how books are kept and plans made, what proportions are best. And so this advanced-allowance arrangement is of benefit all around.

Of the four young persons in our family, only two are just now entirely dependent on allowances. The two older boys are past that stage, or rather are not in it at present. They will be back in it again, with a vengeance, next year when they go away to school. One boy is working a year before going back to college. He budgets carefully, dividing his spare money between savings and clothes. The other, a senior in high school, works Saturdays and one afternoon after school and uses his three or four dollars a week for clothing, school savings, and recreation. He meets all his own obligations with the exception of his dental bills.

I suppose if I were truly consistent, I should supplement his earnings with a definite amount to cover even this. There is always, plan as one will, a step ahead that can be seen and ought to be taken. This branching out is one of the delightful things about the path to orderly finances.

The fourteen-year-old boy and the

thirteen-year-old girl still earn nothing, and their allowances are the ones recently advanced. When we talked of the increase, we scarcely knew with what amount to begin. Remembering how much could be done with the thirty cents each the two were already receiving each week, and thinking of

A MOTHER'S SONG

by Eleanor A. Chaffee

*It seems but yesterday his step
Went haltingly and slow
Across the hill that was so steep
For such small feet to know.*

*Now he walks with such sure tread,
So swift, so gay, so glad,
I wonder where the years have gone
That took my little lad?*

*Always there will be hills to climb,
And those who wait, alone
To see the shadows lengthen out
Of sons so tall, so grown*

*They stride with certain, ringing
sound:
But never from the heart's own
ground!*

the many things inevitably furnished from the family purse, I thought that a dollar a week might do. We tried that for a few weeks, but found that it would not reach, at least not without frequent gifts of clothing and donations of money in times of stress. A dollar allowance meant that music lessons or treats or something else must be paid for from family funds. Obviously, unsystematic spending would teach little. The children would learn that in every emergency Father or

Mother would "come across." So the allowances were advanced further.

This time we figured more carefully. I submitted a plan I thought practicable, and the children themselves made one. The arrangement finally decided upon was a combination of the two. The fourteen-year-old's allowance is now two dollars and a half, the thirteen-year-old's, two dollars. That there is a variance of fifty cents is due not to the difference in age but to a difference in music lessons. Part-mastery of the clarinet seems to be a more costly accomplishment than equal proficiency in the art of playing the piano.

Out of these weekly amounts, each child does all of these things: pays a ten-cent insurance premium, contributes five cents to the church, puts five cents into his savings bank, seventy-five cents into his "clothing" envelope and twenty-five toward the dental bills that come sooner or later, pays for his music lesson, school supplies, hair cuts and recreation. The list sounds almost too long to be truthful, but it does not represent a theory that merely ought to work. It is one that does work.

Such allowances mean small and usually home-made gifts on birthdays and Christmases, infrequent movies, and not too many ice cream sodas. I do not consider any of these things hardships. And apparently the children do not, either. Instead, they are enthusiastic about this whole "on-their-own" business. To those who love the boy or girl giver, home-made gifts are infinitely more valuable than those of the bought variety. Movies that are not almost everyday events are planned on, ahead of time, and selected with care. In any case, in the school this boy and girl attend, good "talkies" shown in instalments, three noons a week at three cents an instalment, pretty well take care of the movie problem. And after-school cocoa or milk, with crackers and fruit, is better for complexions and general health than a marshmallow-syrup-nut concoction at the drug store.

During the weeks we have tried the larger allowances, there have been a few mix-ups in cash and accounting, as are only to be expected with such young financiers. There have been a few unwise (Continued on page 24)

"SO WARREN finds something interesting to do whenever he has been punished, and what should be done about it? My answer is, *not a thing!* I like the sound of Warren and believe he will go far," writes a Bedford, Ohio, mother in response to the problem: *Warren, aged twelve, never admits he minds being punished. If he is kept home from a movie or a ball game, he reads a book and apparently enjoys it. If he is sent to his room, he finds something interesting to do there.*

She continues: "If he is not a truly bad child (and is there such a thing?) what objection can there possibly be to his finding other amusement in place of what is denied him? I think he shows an independence and a self-sufficiency remarkable in one so young. Warren already has what I have struggled years to attain.

"When things go wrong for adults, when something stronger than we are keeps us from doing what we long to do, what do we do? Weep weakly and admit we are miserable? Not if we are worth our salt. We dig into something else, some second best that can be made to satisfy. And the stronger souls we are, the more satisfactory we make the substitute.

"So, unless Warren follows up with an unusual amount of mischief and is a really habitual wrong-doer, I think nothing at all should be done about his tendency. No doubt, he learns from his punishments, whether or not he cries about them. Perhaps he even learns more this way. I think there is something fine about young Warren."

Three groups which discussed this question sent in reports of their discussion. In each instance there was someone in the group who agreed with the Bedford, Ohio, mother. A group at Chanute, Kansas, wrote: "The class seems to agree that punishment is usually effective and that the important thing for parents to know is what effect the punishment is having on the boy's character. Some punish-



PATCHETTE BY HELEN PALMER THURLOW

IN OUR NEIGHBORHOOD

An Exchange of Experiences
Conducted by ALICE SOWERS

Warren Is Indifferent to Punishment

ments can do more harm than good. What the child says about the punishment does not always indicate just how he feels about it or what effect it is having. In Warren's case we believe his attitude may be assumed and that the punishment is much more effective than his parents suspect."

I heard an institute group at the West Tennessee State Teachers College in Memphis, Tennessee, discuss this question. Many of the mothers

HANNAH TAKES MONEY FROM GUESTS

Two people, who have been guests in the Banks' home, know that Hannah, aged ten, takes money from their purses. Although guests at different times, each has had a similar experience. They hesitate to tell Hannah's parents for fear that would mean forfeiting their friendship. On the other hand, they realize that her parents should know about it if Hannah is to receive proper guidance.

Will you not advise them what to do? Have you known of a similar instance? How was it handled? Send your answers to Alice Sowers, 1201 Sixteenth Street, N. W., Washington, D. C., before September 10th. They will be printed on this page in the November issue.

present agreed with a teacher who exclaimed: "Good for Warren! He is too much of a man to show he is hurt." One mother said: "The chances are that the punishment is sufficiently effective. It is not fair to insist upon a child's showing his feelings about being punished." "There is a sustaining pride that stays with him," said another, "and that same pride will help him keep a stiff upper lip all through life. Let the boy have his pride."

In case the offense was repeated and the punishment did not seem to be effective, several alternatives were suggested by the Memphis group:

"Let the parents look at the punishment and see if it is fair and if they have been consistent in the way they punish him for this offense each time it occurs." "Perhaps the punishment is not severe enough." "Children frequently respond differently to one parent than to the other. Let the other parent administer the punishment the next time and see if the result is the same."

Another institute class, one at the University at Tuscaloosa, Alabama, also believes that "Warren may be punished but he is too intelligent to give visible evidence of it." They recognize, however, that it is not sufficient to decide this to be the case and leave it there; they know that all boys are not alike and all do not react to punishment in the same manner. Among their suggestions for Warren's parents are: "He may be enjoying the attention he receives through the punishment. Try paying no attention and not punishing him and see if he repeats the offense."

Above all else, let us remember that any punishment will be more effective for good if it is something which Warren recognizes as the logical outcome of his own act. He will accept it as fair if he realizes that he brought it upon himself and that it is bound to occur whenever the offense is repeated. This type of punishment becomes real guidance.



**The Cultivation of Talents
in Infancy and Childhood
Largely Determines the
Character of Youth and
Adulthood According to—**

William H. Bristow

MAKE THE MOST OF YOUR C

"DADDY," said my seven-year-old the other day, "who discovered fire?" To find an acceptable answer for a young mind is not easy, even for those who know their history. It was a great day for mankind when, by some strange accident, early man discovered that he could make a fire. Of much more importance is that through fumbling, probing, finally through thinking, fire was put to work to serve man's needs. It was man's intelligence which made this possible. His intellectual curiosity has sent him to the four corners of the world. It is to man's genius and superior intellect that we owe the comforts which are accepted as commonplace in everyday life. The important thing for us is not that man has a brain, but the fact that he can use it.

In these days, when much that our forefathers had to struggle for is served up to us on a silver platter, it is easy to forget all that has gone before in the long, slow climb to our present cultural state. What is it that marks off man from the lower animals? What is it that makes modern man so different from his predecessors who roamed the valleys and hills and plains? The answer to both of these questions can be given in one word—*intelligence*. By intelligence we mean not only man's superior brain power, but also his use of this power.

An evening before the fireplace with Van Loon's *History of Mankind*, or a visit to the nearest museum, is not

only good fun for the whole family, but serves to impress upon even the youngest member of the family the fact that man really has used his head. A ten-year-old with a toy motor, a crystal radio set, a flashlight, and an electric train may easily know more about electricity than the most competent scientist knew a couple of hundred years ago. No one would say that this ten-year-old boy had a greater intellect than our scientist of 1736. A look about the home, farm, shop, or office, with electric lights, sweepers, washers, motors, and bookkeeping machines does show that man has used his intellectual power to good purpose.

Mr. Henry Ford has preserved at Dearborn the workshop of Thomas A. Edison. Even a casual visit to this remarkable laboratory impresses one with the tremendous intellectual power of the man whose mind we honor every time we turn on an electric light. We cannot hope that all of our children will be Edisons. We can and should see to it that the talents that each possesses are recognized and developed to the fullest extent. If children had their way about it they might pick other fathers and mothers, other grandfathers and grandmothers. But they have no choice. They must depend upon the parent for both heredity and environment. Roughly speaking, about 50 per cent of the child's inheritance comes from the father's side of the house and 50 per cent from the

mother's side, although characteristics from either side may predominate. Inheritance does not depend upon the father and mother alone, since each one takes some of his characteristics from his grandfathers and grandmothers, great-grandfathers and great-grandmothers.

High intelligence seems to run in families, but it is not confined to any given family or to any social or economic level. We are all familiar with families which have made their mark in the world. It is true that the brightest families may have mentally backward members and even the family which seems to accomplish so little usually has at least one person who has made his mark. There comes to my mind a rare family of six boys, every one of whom has achieved success in the professional world. Three are doctors, one a dentist, one a lawyer, and one a clergyman. A great deal of the success of this family is due to the fine intelligence of the father and mother, grandfathers and grandmothers. It would, however, be a mistake to discount the social, moral, spiritual, and educational climate in which these boys came up. Each member of this family had a reputation to live up to, and when we have a reputation to live up to, we are much more likely to do it. The home in which these boys lived encouraged them to make the kind of preparation necessary to make a mark in the professional world. A reward was given in this

PHOTOGRAPHS BY DORIS DAY



OUR CHILD'S TALENTS

home for success along cultural lines, and that, too, had no small part in determining just what each of the boys did.

Intelligence in people has been thought of as ability to deal with academic things. In plain language, it was ability to pass pencil and paper tests and recite facts. More often than not people who possess this ability also possess other desirable traits. In other words, good things go together. There is much interest now concerning what Professor McGaughy, of Teachers College, Columbia University, has called "specific abilities." Parents and teachers are often disturbed because children and young people appear to have good ability and yet they fail. This failure is frequently due to the fact that the abilities which the child has lie in a special direction. Consequently they require maturing in some special way. One of the greatest advances which has been made in modern psychology is in the field of individual differences. When we say that two children are as much alike as two peas, we speak quite incorrectly. On the surface, two peas coming from the same pod may appear to be very much alike. When examined under the microscope or with sensitive measuring instruments, we find that they are very unlike. So are all of us.

Fortunately, the world has need of many kinds of intelligence. Opportunity should be given to each to develop his own particular kind of ability. Va-

riation in worthwhile directions should be cultivated rather than ignored or penalized. In the last analysis, it is the cultivation of these special abilities—"art ability," "machinery ability," "athletic ability," "get-on-with-people ability"—which really counts. Schools have given more attention to the problem of making children alike than to making opportunities for developing their specific abilities. Like the parable of the talents, how an individual child will develop his specific abilities is dependent both upon how many talents he has to start with and what is done with them. The use made of talents in infancy and childhood determines to a large extent the character of youth and adulthood. The development of talents cannot start too early. They must be cultivated rather than forced. A great many parents of musically talented children have learned this at great cost to themselves and discomfort to their children. The important thing is to provide a carefully prepared seed bed, in which growth can take place naturally. Just as weeds will stunt the finest plants, or cause them to grow rank, so will the finest talent be dissipated unless the conditions necessary for their growth and development are provided.

THERE is another side of the picture of much importance to the modern parent. While the average child will learn much through chance contacts,

the ways of living and working in modern life are so complex that there is much that simply cannot safely be left to chance. That is why parents must be increasingly concerned with the home, the school, and the community as factors in the education of children and youth.

Suppose that, by some strange circumstance, two children were exchanged at birth so that a child of parents descended from the finest New England stock could grow up as a member of an African tribe, while a child from the African tribe could grow up in the culture of a fine New England home. Neglecting certain physical characteristics which each would retain, it would only be a matter of a short time until each child could take on the habits, attitudes, and conduct of his adopted home.

It is important to recognize the fact that children come into the world with potentialities. But undeveloped, these potentialities are of no value. Children must depend upon their parents and teachers and friends to protect their interests and see that they have experiences which will permit them to grow. In a family with high social or economic status or in a fine community, environmental conditions may develop which will deprive children and youth of those experiences which will build character and personality quite as much as if they were reared in the wilds of Africa. A child growing up under (Continued on page 33)

• THE ROBINSON FAMILY •

Molly Feels Mistreated

by Marion L. Faegre

IT was one of those damp, chilly days in September that warn us, with a shiver, that summer is about over.

"Hello, there! Anybody home?" I called, letting myself in at the front door. It seems so good to be in a place again where there is one house where I can run in and out without formality. And it's even better to have my sister to talk to, and to be able to get acquainted again with her children, whom I've known only through letters the last three years. I hadn't even seen the adorable Tommie until I arrived in town three weeks ago.

"Is that you, Grace? Come on upstairs!" I found my sister Mary in Jack's room, where she had his clothes laid out on every available piece of furniture.

"I'm going over Jack's clothes, getting ready to pack, and I've just made the most appalling discovery," she lamented. "I had him try on his best suit, because I had a suspicion the trousers might need to be let down, and—horror of horrors—he's just bursting out of the coat and vest, too."

"I thought Jack had pretty much stopped growing," I remarked.

"Well, maybe he has—lengthwise," Mary agreed, "but he seems to have filled out past all belief. I could just sit down and cry. We'd counted on that suit to do him all winter, and now he'll have to have a new one before he goes back to college."

At this moment Molly's head appeared around the corner of the door. With the barest, "Hello, Aunt Grace," she pounced almost belligerently on her mother.

"Does that mean I'll have to give up getting that desk I've been waiting for so long?" she demanded. "Because if it does, I think it's just too unfair! Jack gets everything and the rest of us have to pretend we like to see His Royal Highness getting away with it. Just because he's the oldest doesn't make him any more important."

And having delivered herself of this torrential tirade, Molly subsided. She had caught sight of the surprise and

distress in her mother's expression.

"Why, Molly!" My sister's speech almost stumbled; the conflict in her feelings was evident. Her first impulse was to chide Molly for such an outburst; and her second, to wonder how long such feelings had been pent up in the fifteen-year-old, that they should pour out in such a flood.

"Molly, what in the world do you mean? Your father and I try our best to divide things evenly between you children. Because Jack has to have the most spent on him right now doesn't mean that your time won't come. You're having as much for your age as Jack for his, surely."

"Oh, I know, Mother," returned Molly, somewhat shamefacedly. "Of course you and Father try to be fair, but I get so fed up with Jack's ritzy ways. And I'm so afraid someone else will buy that desk before we get enough saved."

All this was most interesting to me. Being an aunt at a distance and being one up close seem to be two different things. I was itching to talk to Mary alone, for I knew she'd unburden herself.

When she did, I said, "How much does that desk cost, and what did you plan on giving Molly toward buying it? I might as well be thinking about a Christmas present now while I know of something she's eager for."

"Oh, Grace, if we could buy it now, and surprise her with it at Christmas," exclaimed my sister, "she'd be on top of the world. I've told her if she'd save something toward it out of her allowance each month, if she showed she was willing to deny herself little luxuries, her father and I would meet the price when she had saved half. It's a beautiful thing, and I have been afraid Mr. Atwood might sell it."

"We could pay for it, and let him keep it on display, so as not to give the secret away," I suggested.

"I suppose it does irk her to have plans for Jack always stand out so, when she's at the stage of wanting so much to be grown up," went on my sister, musingly.

"Do you remember how we used to

feel, about Elsa?" I asked. "Because things always come first for the eldest child—plans for school, first party clothes, first trips, and first jobs—I don't wonder there's a little feeling of jealousy on the part of younger ones."

"Jealousy?" puzzled Mary. "I hadn't thought of it just that way. I thought the friction between them was simply the natural clash between boy and girl."

"Oh, I don't mean to make a great thing out of it," I protested. "Nothing's easier, or more ridiculous, than to label behavior, and decide that such and such a thing is so, merely because we put it into words, and, describing it, oversimplify it."

"That's one reason I'm so glad to have a chance to see your family intimately," I told her. "It's immensely good for me—and for my work—to be able to see some real life situations at a different angle from those I see in my child guidance work. It's so easy to say, 'This is what's wrong; here's what should be done,' forgetting or ignoring the subtle and intricate human relationships that are involved."

"If I so much as say the word 'jealousy,' you at once feel maybe you've been at fault, and should have prevented it. On the contrary, it's almost impossible to imagine a family where some jealousy wouldn't crop up. Human beings are human beings. They do have emotions, and not always pretty ones."

I was there at dinner, when Jack's father was told of the dismaying change in the budget allotment for clothes. Jack said nothing about the extra money that must be spent on him. He joked Nancy, wisecracked about the dessert, apparently quite unconscious of Molly's rather marked silence. Later, though, I saw him follow his father to the basement when a fire in the fireplace was suggested, and from the length of time they stayed down there, I couldn't help wondering if Jack wasn't trying to figure out some way of helping. He was able to save so little this summer, and boys of nineteen, for all their nonchalance, don't like to be dependent on fathers for everything.

Next Month:
NEW FRIENDS FOR OLD



PHOTOGRAPH BY HERBERT STUDIO



WHAT DOES YOUR CHILD EAT FOR LUNCH?

by Margaret House Irwin

"**H**I, Mother! Gee, I'm hungry! I had only a dish of spinach and some strawberry ice cream for lunch."

"How did that happen, Dorothy?"

"Well, I had to buy some pencils. I don't know where all of my pencils go but I didn't have any so I had to spend some of my lunch money for pencils."

"You should be more careful about losing pencils, Honey. But what a funny combination for lunch!"

"Oh, not so funny, Mother. You see there was a green vegetable and I got my milk in the ice cream. Isn't that what you are always preaching, milk and vegetables?"

TEACHING FOOD SELECTION

YOUNG Americans are indeed becoming luncheon conscious, what with the schools and the mothers all urging the youngsters to eat good, nourishing food. Late last spring I went over to the high school cafeteria to see the children choose their food. It was very interesting and I was surprised and delighted to see the kind of lunches those youngsters ate. There was hardly a tray without milk, and the majority of them had either a salad or a green vegetable or both. Fruit was popular, too.

At this high school the physiology

teacher and the home economics teachers have developed a luncheon project which is exceedingly popular with students, parents, and teachers. The youngsters study nutrition in their physiology and home economics classes. They learn about vitamins, energy-giving foods, and proteins. Then they are skilfully led to the conclusion that a "grade A" luncheon would contain milk, a green vegetable or fruit, preferably both, and two other foods, one of which is a substantial energy-giving food. In winter a "grade A" lunch must contain one hot food. In the cafeteria the trays are checked each day and those who eat a certain number of "A" lunches in a semester earn a ticket to an eagerly awaited and thoroughly enjoyable occasion, the "A" lunch banquet.

If your school does not have such a program, there is still nothing to prevent you from inaugurating one for your child. A child who must choose his lunch from the confusing array of food at a cafeteria needs help. Urge him to select a "grade A" lunch. Stress the importance of milk, a green vegetable or a salad, and fruit.

Milk will provide calcium and phosphorus, those mineral elements so essential for growing bones. Science has

shown, too, that calcium deficiency affects the nerves and a lack of calcium can make a growing child nervous and fretful. Since milk is one of the very best sources of calcium, let us insist upon milk or some food made with milk, such as cocoa or a cream soup. Some people seem to think that once a child is out of babyhood he doesn't need milk any longer. But that's not true. Of course it is possible for older children to get their calcium from other sources, but milk is such an easy and sure way of providing this necessary element that I can't refrain from recommending it.

A green vegetable or a salad or fruit provide some of the vitamins so essential for growth and health. In general we can say that yellow vegetables contain an abundance of vitamin A; green ones, vitamin B; and raw ones, vitamin C. Although yellow vegetables are rich in vitamin A they do not contain this vitamin to the exclusion of others. Carrots, for instance, contain not only vitamin A but vitamin B as well; and if eaten raw they are a good source of vitamin C.

After a child has selected milk, vegetables, and fruit his appetite and luncheon allowance can guide him in choosing whatever else he wants. But don't forget (Continued on page 32)

Marion Parker

Makes These Timely and Constructive Suggestions to Mothers

OUR REAL NEW YEAR'S DAY

DID you ever stop to think that September 1 rather than January 1 marks the beginning of each new year for all of us whose chief concern is the child of school age? The way September begins for the family may mean everything in the children's success during the next school year. New problems in home management appear each year at the opening of school.

The youngest child in the family is about to go to school for the first time. What an adjustment is necessary in Mother's time program! John is to change from a two-session school from which he came home to dinner at noon to a one-session school where he must take a lunch or buy it at the school cafeteria. What a change is called for in both meal and money plans! Mary is to begin high school where there are long hours, a good deal of home work, and many thrilling extracurricular activities. What adjustments of household tasks must be made, if she is to be able to help so as to feel that she has a real part in the home, and yet not overtax her strength at a critical period. Any one of these situations would necessitate a revision of work plans and, of course, there are many families where all of these changes may occur the same September.

The very words, "work plans," frighten or fatigue some women, which is unfortunate as their real purpose is to give ease of mind and body. By definitely sorting out the necessary, the advisable, and the merely desirable, in regard to use of time and money for home management, food, clothing, health, education, recreation, spiritual life, and security, we can so narrow our field of choice that each decision can be made on its own merits and on such sharp lines that it almost makes itself without the fatiguing indecision that so often clouds the issue in family problems.

The question of money management

has been so well covered in the article in the December, 1935, issue of this magazine that we shall not discuss that at this time, but take the other very important question, the time plan. If you have had a good workable schedule, get it out, and revise it carefully. If you have never had one, do try to make one now as it is the only way to get into the twenty-four hours all the things you must do and have any time for the things you would like to do.

THE TIME PLAN

TAKE a piece of ruled paper for each member of the family, lay them all out in a row, and as a framework put on them any fixed times. For instance, rising time, breakfast, father starts to work, children start to school. You notice that I do not put the time when school begins but the time when it is necessary for the children to leave the house. Then comes the noon meal, time for father and children to return to work or school, the evening meal, and bedtime. Bedtime is, of course, regulated by figuring back from the necessary rising time the number of hours of sleep needed by each individual, as we all know that a good night's rest is half the battle for the next day. So if John, who needs ten hours of sleep, must get up at 6:30 in order to do his

health and home chores and get to school on time, then let him do the simple bit of arithmetic and find that he should be in bed at 8:30 p.m. This moment of impersonal calculation is worth hours of impassioned argument on the part of the parent. After the skeleton time charts are made, let each child of school age fill in his own. First, other necessary activities such as help with household tasks, home study, and recreation—the latter preferably at a time when they can be out of doors. Then let him put in advisable activities such as music or dancing lessons, clubs; and last, desirable activities such as reading for pleasure, hobbies, visiting. Even a small child can see that it pays to do the necessary tasks to get them out of the way, if it frees time at once for what he wants to do.

Then comes the real job of planning your own time, the few hours during which so many different kinds of work have to be done. Really, before attempting a daily schedule it is necessary to make a list of all jobs, dividing them into daily, weekly, and seasonal ones. Then put down on your chart:



HOUSEHOLD HINTS

first, the daily necessities such as dish-washing, bed-making, cleaning, cooking, caring for small children, not forgetting some definite time for rest, or better, recreation. Then list the tasks that come less often such as washing, ironing, special cleaning, marketing, and see into what days they may be best fitted. We don't have to do the washing on Monday if we prefer to take that day to get the house straightened after the family week-end, and to do our planning of meals for the week, and marketing for several days. So arrange these tasks as suits you best.

Then come irregular or seasonal tasks such as planning of and shopping for clothing, sewing, gardening, canning, preparation for vacations, to mention some of the items. Try to squeeze in as many of the necessary activities as you can and then the desirable ones. After you have made your plan, try it but do not give it up as a failure if an emergency arises so that you cannot do what you had planned. If you find that time after time some task has to be left undone, then it is plain that some adjustment must be made. No one ever did less because of having a plan, and there is even reason that work will go more easily. There is also a definite thrill of achievement in a good plan well followed through.

START THE DAY RIGHT

A GOOD breakfast gives everyone in the family the best start toward a successful day. Breakfast should be planned in relation to the other meals, so that the total food for the day will include these skeleton requirements:

- 1 quart of milk for each child
- 1 pint of milk for each adult, and the following for each member of the family:
- 2 servings of fruit
- 1 serving of potato
- 2 servings of other vegetables, one preferably green or raw
- 1 egg

1 serving of either meat or fish
So let us see how these requirements can be worked into the family meals. Breakfast should supply fruit, a glass of milk and milk on the serving



of whole-grain cereal which, during school term, should preferably be a cooked cereal, and bread and butter to make enough for individual requirements. This, with coffee instead of milk for the adults if they wish, will give a standard meal that can be assembled very quickly in the morning with no preparation necessary except to heat the cooked cereal which has been made the night before and to make the coffee and toast. Orange juice should be prepared in the morning as it loses its vitamin value on standing. Variation, to keep this standard breakfast from becoming too monotonous, can be made in the choice of fruit, cereal, and toast. If the children object to the cooked cereal as "mushy," try a generous sprinkling of some crumbled dry cereal. Many of the dry cereals are excellent foods, but cooked cereals should be more frequently served as they furnish a warm dish and give more heat and energy at less cost per serving.

WHAT YOU CAN

IF home canning is in your list as a necessary seasonal job, because you raise the vegetables and fruits and depend on them for winter use, plans must be made to fill the waiting jars

again. Let the older children help. There is something about the definiteness of the work and the attractiveness of the results of cold-pack canning that appeals to both boys and girls. Have you tried making some of the tomatoes into cocktail all seasoned, ready for use? Make others into tomato purée for soups and sauces by straining and boiling down over a low fire until thick, before putting into jars. Process these jars as for tomatoes. Try some combinations of fruits for salads, such as peaches, pears, and white grapes, and mixed vegetables in pieces of suitable size for salads and stews, and others cut fine for soups. Try some specialties such as putting together corn and beans, either shell or lima, for succotash, or corn and tomatoes together ready for a scalloped dish. Each one of these mixtures must be processed for the length of time required for the product which requires the longest period. For example, peaches and pears would have to be processed for the time required for pears. Corn and tomatoes would need the time required for corn. The latest information on processing time can be obtained from your County Extension Service.

THE CLOTHING CLINIC

NOW is the time to plan the family's clothes for fall and winter. Blouses and dresses that did well enough through the summer are beginning to lose their freshness and to be outgrown. Look them over to see which ones will still be good for play clothes and which must be discarded or



may be handed down to younger members of the family. Little Brother will be thrilled to find that he is big enough to wear Big Brother's blouses, suits, or coats just "as is," but not so with little sister who may resent "hand-me-downs." So be sure that the dress is clean and in perfect condition, and, if possible, has some little change or touch of newness. If a dress is good enough to (Continued on page 25)

Why Parents and Teachers Should Organize

by **GEORGE HETZEL**

THERE are no organizations in our country today engaged in more significant and far-reaching activities for the preservation of the finer things in our democracy than the parent-teacher associations. As a school man who has worked in and with these groups for over twenty years, the writer wishes to pay tribute to the thousands of loyal parents who have faithfully supported the most democratic institution in our present civilization—the public school. Through their efforts we have better homes, better communities, better school buildings and equipment, and better teachers.

In considering present-day conditions, with the welfare of our boys and girls in mind, the writer wishes to direct attention to three great areas upon which parent-teacher associations must concentrate in order to make sound and permanent contributions to the best interests of children. Without constructive attention to these areas there will simply be a continuation of our present activities in attempting to cure evils that should have been prevented at their sources.

The first and most important area is one that has been the dominating influence in civilization since the world began—environment. After children are born we can do nothing about their heredity. They will be the products of their culture, whether good or bad, and society will reap as it has sown. Let us consider for a moment some of the elements in our environments that have made parent-teacher associations so essential.

In the first place, the predominant objective in our civilization has been material gain. Practically all of us are guilty of an intense desire to secure wealth in order that we may have a more abundant life through our material possessions, not stopping to reflect upon the fact that real happiness cannot be purchased with money. The result of this attitude has been a sacrificing of the finer elements that are fundamental to any lasting civilization. Selfishness and individualism have prevailed. We have been indifferent to the welfare of our social group to such an extent that politi-

cians, racketeers, exploiters, and other selfish and predatory interests have secured control of our governments and are handling our affairs not in the interests of the people but for their own profit. If only adults were concerned it would not be so serious, for we are getting about the kind of government that we deserve, because of the neglect of our civic obligations. The tragedy is that our children, upon whom the future of American civilization depends, are made the innocent victims of this selfishness and greed. Children by the thousands are living in the United States today under degrading conditions, undernourished and uneducated. We are thus unwittingly permitting children to grow up under conditions that most surely produce delinquency and crime. At the same time we are spending millions every year to try to cure, through the use of courts, reformatories, and prisons, that which should have been prevented by education, recreation, and decent living conditions. When will some community set the example of deliberately planning a wholesome environment in which to raise its children—an environment in which slums, saloons, commercialized temptations, grafters, and cheap politicians are nonexistent?

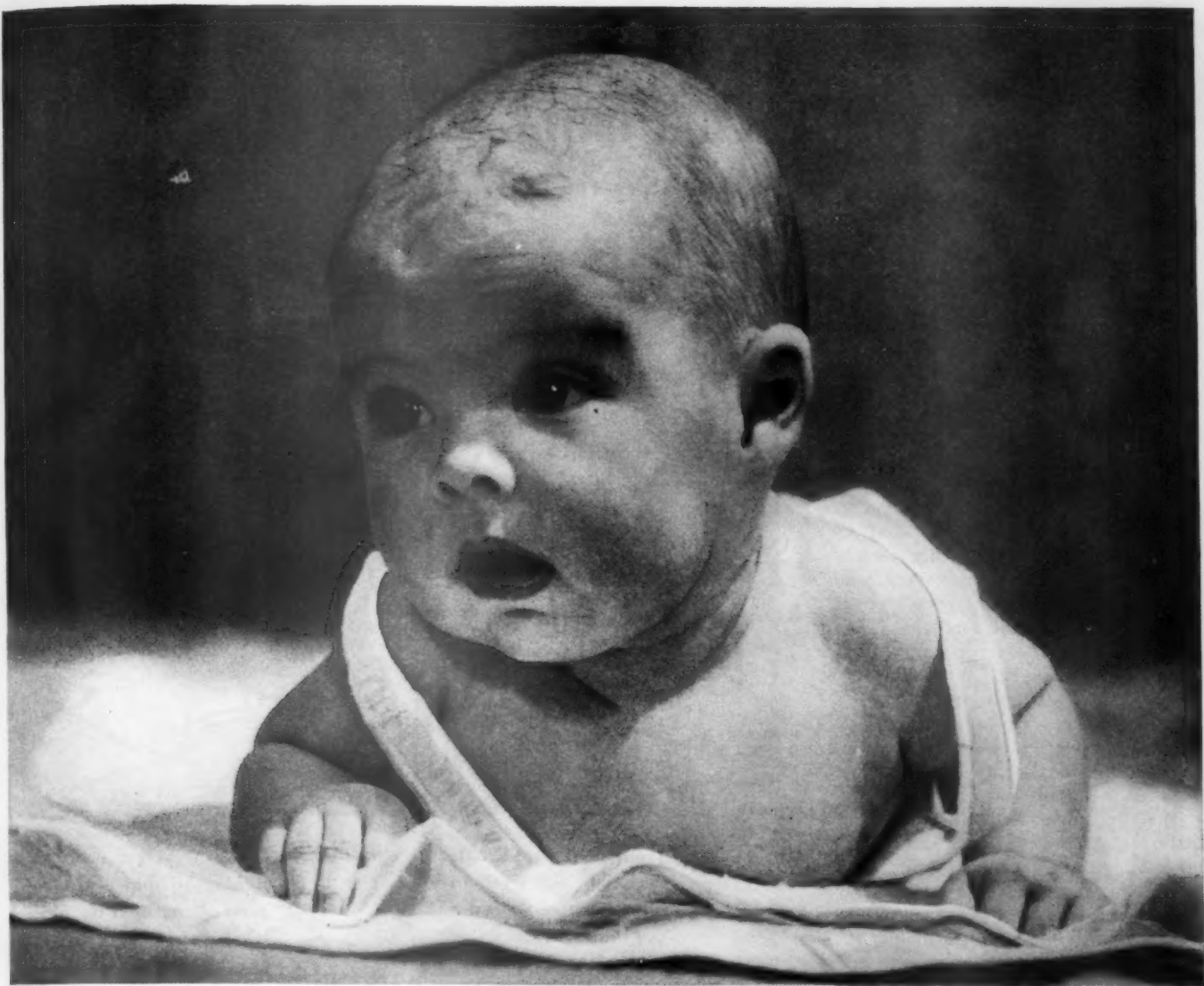
Bringing about such changes that fine, wholesome environments will be the heritage of our children should receive the continuous, constructive attention of our parent-teacher associations, for if our democracy is to be saved it will be done largely through the efforts of the two great classes of people most interested in developing the children of this nation into good citizens—the parents and the teachers. To this end parents and teachers should unite forces and solemnly resolve to eliminate all of those elements that tempt and degrade the young.

The second area deserving the greatest attention and united efforts of parents and teachers is that of our public schools. There should be well-equipped buildings constructed to serve modern needs, with splendid, well-trained, well-paid teachers—teachers whom the wisest and best parents desire for their own children. During this de-

pression millions of dollars have been spent on nonessential material things while school buildings have deteriorated, equipment has worn out, supplies have been reduced to meager quantities, and teacher morale has been lowered through unjust criticism and greatly reduced salaries. In many cities today teachers who have spent from four to eight years beyond the high school are receiving lower salaries than other public servants who are not even high school graduates. These conditions cannot exist without lasting injury to those taught, as well as to the teachers. The type of schools and teachers necessary for the fine development of our children cannot be realized unless parents are interested in seeing to it that broad-minded, active, representative citizens are chosen to be members of boards of education.

The third large field of operation for parent-teacher associations is that of legislation. In cooperation with teachers the parents should stand squarely for such basic legislation as will provide adequately for the financial needs of the schools—provisions that will tend to equalize the educational opportunities of all the children of all the people; provisions that will not fluctuate from year to year, or be subject to political and economic exigencies. Children cannot wait until depressions are over to continue their education. With rare exceptions, legislators are more interested in providing roads, bridges, public parks and buildings, and keeping down the tax rates for political purposes, than they are in providing good schools for all. Parents and teachers must take action and show such united strength that the interests of children will receive first consideration at the hands of our legislators.

Without an adequate solution of these three major problems, the work of parent-teacher associations can at the best be only partially successful and permanent. The weaknesses and evils must be attacked at their sources. The philosophy must be that of wise prevention through the cooperation of all forces in the community, rather than that of attempting to eliminate the results of evil and degrading influences that have already contaminated our youth. The fine work already done by parent-teacher associations is indicative of their future contributions.



Life is not all Milk and Rattles

Life is not as gentle to a tiny baby as it seems to be.

He comes into this world, never having breathed, never having eaten, never having digested food. Almost immediately, his little body must adjust itself to these vital functions.

If he is like most babies, he doubles his weight in the first few months; *triples* it in the first year. Every part of his body must make adjustments to accommodate this proportionately tremendous growth.

A new baby comes in contact with disease-producing germs for the first time, and must build up resistance against them. If he does become ill, he is without the power to tell what the trouble is or where it lies. And when upset, he frequently is further endangered by the well-meant, but often harmful, sugges-

tions of relatives and friends who "know just what to do."

No, infancy is not all milk and rattles. It's a hazardous period; so hazardous that last year, the number of deaths among babies under one year of age was more than *three times* the number of deaths from automobile accidents.

This places a tremendous load of responsibility upon the parents. But there is someone who can take over part of that load. That someone is the doctor... the one person equipped to give competent guidance through this dangerous period of your baby's life.

The doctor who sees the baby regularly can often detect sickness or physical trouble *in its early stages*. He can prescribe correct diet, proper hours of sleep, healthful and sensible handling of

the habit problem. And he can start an important immunization program, to prevent such diseases as smallpox, diphtheria, and whooping cough.

Enlisting the doctor's help—entrusting growth, diet, and general health to his supervision—is one of the most sensible precautions parents can take in those dangerous days of the child's first year.

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ALLOWANCES ADVANCE

(Continued from page 14)

purchases as are, too, only to be expected when children, suddenly arrived at the clothes-conscious age, are let loose in stores full of tempting long trousers and bright dresses. But they had long helped select their own clothes, and they learn readily. Their very mistakes help.

On the whole, the young budgeters have done surprisingly well. (And early budgeting is what these advanced allowances amount to.) They are encouraged to experiment with their money whenever what seems to be a better plan presents itself, and they have made several small changes in the original plans.

It was understood, at the time we worked out those first plans, that for a while these moneyed young persons must talk over their buying with one parent or the other and "present their books for occasional auditing" until we were sure they were going to prove good managers. By "books" were meant their accounts having to do with insurance, clothing, etc. It is never the concern of anyone else, what another member of the family does with his *fun* allotment.

The accounts have needed very little supervising. The children take pride in balancing their books each week, or rather their envelopes. They use a series of ordinary white envelopes marked, budget-fashion, with the dates of entry and withdrawal and with the headings, "clothes," "insurance," etc. And they never ask for more money! That, to me, is one of the biggest arguments in favor of allowances.

It is a relief, a most pleasant one, to feel that the children are almost independent with regard to handling money, and that I may look forward hopefully to the time when they will come to know the value of it—or its complete lack of value. I shall be sorry if they ever lose sight of the fact that there are times when money is unimportant, and it seems to me that the best way to help young people to a true evaluation is to get them accustomed to handling it and familiar with the problems it raises.

Years ago, when the first allowances at our house were dimes doomed to an early scattering from careless pockets into the grass of the back yard, I was convinced that allowances bring understanding and the reasonableness that comes only with understanding. I am still convinced of that, and I am also certain that other qualities follow, such important qualities as self-reliance, appreciation, and a meaningful generosity. Allowances make for growth, and we want our children to grow.

IT'S UP TO US

What Children Do

by Alice Sowers

Illustrations by CAMILLE MASLINE



Father: I am glad we moved. Perhaps this school will be better than the last one.

Mother: Claribel didn't get along last year because none of her teachers understood her. I am going to see the principal today before any trouble gets started.



Father: Aren't you lucky, Helen, to have Margaret living next door! It's fine to know someone who goes to the same school.

Mother: It's a very good school, too. I know you will have a fine year.

Helen is more apt to like her new school

Because

She expects to like it. It was not easy to leave her old friends, but having one new acquaintance will help her until the strangeness wears off. Helen's parents, in expecting everything to be just right, have helped her over the first step in getting started. They know the value of first impressions. Thus, although they have left the responsibility of entering the new school up to Helen, they have done everything they could to make her first day an easy

and a happy one. Claribel, on the other hand, expects little of the new school. Last year was an unhappy year for her. Instead of helping her to face her difficulties honestly, her mother has placed the blame upon her teachers. Not only has Claribel done little or nothing to correct her faults, but she looks upon teachers as the source of her difficulties. Because of her attitude, Claribel's first impressions of the new school will be different from Helen's.

FOR HOMEMAKERS

(Continued from page 21)

promise a whole season's wear, it is often worth while to take the short time necessary to change the buttons or to make a new collar. Use the old collar as a pattern, but make variation in color, shape of outside edge, or trim with colored bias or strips of the old collar. Then the little girl will welcome it as her own.

REVIVING WEARY WOOLENS

YOU can make sad-looking sweaters look fresh without too much trouble. Lay the soiled sweater out flat on a piece of heavy paper and draw around it. Wash by squeezing in lukewarm suds made from mild soap. Rinse twice by squeezing in clear water of the same temperature. Squeeze as dry as possible but never wring. Spread out on paper and pin flat, stretching to fit the outline. Lay the paper flat, out of doors if possible, until the sweater is dry.

Look over your coats and the men's and older boys' suits to see if there is material for making over. If you do any clothing construction work at all, I know you will enjoy making little coats and snow suits. After taking apart the old garment, washing, and pressing it, you will often find that the wrong side of the material is as good as new. Use the simplest possible raglan sleeve pattern for the little coats for either boys or girls; a pajama pattern, if you have one, will do for the play suit. For self-help, use slide fasteners wherever possible; or if buttons are necessary, use large ones. Perhaps the older girl will enjoy practicing her knitting to make neck, sleeve, and arm bands in a bright color for the snow suit made over from a dark suit. Or you can buy machine knitted bands at the notion counter.

THE PAINLESS PICNIC

JUST so that September will not seem to be all work, do let us have a few more family picnics while the weather is good. Not what we used to call a "heavy" picnic with so much preparation and so much food that everyone was worn out and cross instead of refreshed. The food can be as wholesome and suitable for all as at the home meal, and yet by the informality of service, give the relaxation that we expect from a picnic. One hot dish is advisable. So fill the Thermos jar with whatever you may be going to have for supper or dinner, which may be a hearty soup, a stew, baked beans, or a scalloped dish. This, with milk to drink, plain sandwiches of some whole-grain bread, a raw vegetable such as (Continued on page 26)

Health history OF A CLAPP-FED BABY—



**RICHARD BURKE
FANWOOD, N. J.**

Richard—aged 4 months

He is just about to embark on his first big adventure on the journey from jolly babyhood to sturdy boyhood . . . He'll soon have his first solid food! How will he take to it?

Richard—aged 7 months

Richard loves his Clapp's strained foods. The texture is just right—finely strained, smooth yet not too liquid. He had Clapp's Wheatheart Cereal at 5 months, and later Clapp's strained vegetables and fruits.



Richard—aged 11 months

Isn't he the picture of health? For 3 months he's had free range of the whole Clapp baby menu—16 foods, each one added to the Clapp list at a doctor's request. He's added an inch and a pound to his health score every month.

Mothers—Read this Astonishing Story! A careful study of a group of Clapp-fed babies, in one community, has recently been made.

During this test, covering each baby's first year, a check-up and photographic record has been made at frequent intervals.

Not one baby has failed to show uninterrupted favorable progress.

FREE—a booklet containing the picture story of every baby who has completed the test to date, together with valuable information on vegetable feeding. Simply send your name and address to Harold H. Clapp, Inc., Dept. N9-36, 1328 University Ave., Rochester, N. Y.

16 VARIETIES

SOUPS: Baby Soup (Strained), Baby Soup (Unstrained), Vegetable, Beef Broth, Liver Soup.

FRUITS: Apricots, Prunes, Applesauce.

VEGETABLES: Tomatoes, Asparagus, Peas, Spinach, Beets, Carrots, Wax Beans.

CEREAL: Wheatheart.

Accepted by American Medical Association, Committee on Foods

Approved by Good Housekeeping Institute



CLAPP'S ORIGINAL BABY SOUPS
AND VEGETABLES



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is knitted right into infants' and children's underwear made by Nazareth.

For fifty years, Nazareth underwear has been famous for high quality at popular prices.

Infants' shirts and panties, children's waist suits with elastic back or button back; boys' and misses' union suits in a variety of styles and fabrics. Sleepers in one and two piece styles with elastic or button back. Ask your dealer for Nazareth Underwear.

Look for the Nazareth trademark when you buy. If your dealer cannot supply you, write us for illustrated catalog.

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Nazareth
CHILDREN'S UNDERWEAR

FOR HOMEMAKERS

(Continued from page 25)

tomatoes, carrots cut in thin strips, lettuce leaves rolled tightly, or cabbage cut in wedges, with some sort of fruit and cookies for dessert, will give a satisfying meal that will be enjoyed by all, without any disastrous after effects.

If you have no Thermos jug, a heavy kettle with a tight cover makes a good substitute. It will keep the food hot for a long time if closely wrapped in newspapers. Let the children help serve as it gives them a reason to move around and to work off their extra energy. Of course, if you can go where you can build a fire, do so, as nothing gives the children more fun than to bake potatoes and roast corn in the ashes and to cook something

over the fire. But to prevent tragedies, instead of using sticks or even toasting forks, furnish each child with a wire corn-popper in which he can, without loss, toast bread or rolls and broil bacon or meat-cakes. Serve with these the rest of the lunch as outlined above, and I am sure everyone will be pleased and satisfied. You will notice that you will not take the ubiquitous "hot dog," pickle, and potato chip, but I feel sure they will not be missed. After plenty of time to enjoy the food and the fire, appoint a sanitary squad to wipe off the dishes with waste paper to be burned with any other inflammable rubbish, and a safety squad to see that the fire is properly extinguished.

"ALL THE OTHERS DO IT"

(Continued from page 9)

ticularly about the date or going, but Marjorie has arranged it and I'm afraid her feelings would be hurt if I didn't go." A boy who wishes to go to a movie with his crowd rather than to study for an examination says, "Of course I want to pass my examination with high grades, but I'm stale from too much studying, and I feel that going to a movie will rest me so that I can do better work." The greater the social pressure, the more tendency there is for something like this to appear.

THE GROUP AND INDIVIDUALITY

HOW can the parent help the adolescent to meet group pressure, yet maintain his individuality?

There is the possibility of helping him analyze group pressures and standards. We can lead him to ask himself such questions as: "Why does my group do so and so?" "What kind of boys are they?" "What kind of girls?" "Do I like them?" "Do I have a good time?"

In a college of some 1,000 students, everyone seemed to be afraid to be unconventional or natural. The students had "tea parties" of the most conventional type. A small group began having parties that were different, informal gatherings that offered opportunity for individual self-expression. The boys and girls became more and more informal. Instead of talking about the weather or making conversation, they began discussing things that were important to themselves. Others were gradually drawn in until the small group had established a precedent for being informal. Apparently surprised by the difference, one girl was heard to say, "I thought that everyone had to have a front when he went any place."

In order to help the adolescent analyze standards, it is necessary that

parents and children understand each other and that adults have respect for adolescent ideas. For example, Mary tried talking things over with her mother. She was troubled about the conflicts between home and group standards. She believed she should tell her mother almost everything that happened on a date; but when she did, her mother told other mothers, and then the boys stopped asking her to go out with them.

Parents can help the boy or girl to work out possible policies. An adolescent usually gives the appearance of knowing what he wants to do, but in reality he may be relieved when some understanding adult comes along and fixes things. He is keen for advice, for he is really puzzled. He will go to all sorts of places for advice, but rarely to parents.

Ada, fifteen years old, was becoming a slave to a social group. She was conforming to an artificial standard of dress, speech, and behavior which in reality she did not care about, but felt she had to take on in order to be included. She tried to do as the others did, but couldn't because she had neither experience nor opportunity. Her mother had a frank talk with her over the situation and opened up a way for her to experience social prestige through the use of her ability to characterize persons spectacularly by piano interpretations. All children do not have such talent, yet there is something each can do well.

Harry, a high school senior in a small college town, through a series of unfortunate circumstances had been labeled a certain unpopular type. Wise adults became aware of the kind of label that had become attached to Harry and, together with him, made plans for college away from home rather than in the same town.

In considering possible policies or

patterns, the adolescent needs to ask himself: "What can I ignore in the patterns of behavior?" "What must I adjust myself to?" "What can I do about building up my own group?"

Again, for parents, there is the opportunity to help the adolescent build some individual policies about what is or what is not possible, remembering all the time that the adolescent is in the process of growing up and has a limited amount of stock in trade by which he attempts to secure for himself a place in his world. There are several attitudes parents may encourage in their children:

1. The practice may be encouraged of analyzing standards by oneself to see what is worth while and what really counts. This can best be done when there is no issue at hand, no immediate action which needs to be taken.

2. The practice of sustaining a tolerant attitude toward viewpoints different from one's own makes relations with other people easier and more satisfactory.

3. Putting forth good publicity for the values believed in is a practice to cultivate. This would need to be done in an attractive way. Too much selling of ideas might mean the ruin of good intentions. Immediately others would be on their guard and suspicious, like fourteen-year-old Helen. In presenting some idea to her, Helen's mother explained it too elaborately. Helen's remark was, "There must be something wrong with it, it took such a long sales talk."

4. The practice can be encouraged of reinforcing one's ideas when possible by finding out what others are thinking and feeling on the subject.

We must remember that every adolescent is an individual different from everyone else. If we lead him to overemphasize his individuality, we may develop a person who will be considered queer, the kind who withdraws from the social group, goes his own way, and does what he pleases. On the other hand, if he conforms to the group too exactly, the opposite thing may happen. He may take on the dress, mannerisms, and ideas of the social group regardless of their appropriateness for him and thus lose his individuality. Although the first is generally considered the extreme and the second more normal, one type of behavior is as detrimental to personal development as the other.

The two processes, rejection and acceptance of group standards, need to be interwoven. This involves choosing. The help that parents can give the adolescent lies in the province of his making choices wisely. The better equipped he is for arriving at these decisions, the better chance he has for becoming a mature adult.



He still wants to kiss her good night

MARRIED eight years . . . but for them none of that humdrum, take-it-for-granted attitude that creeps into so many marriages. He still wants to kiss her good night. Clever woman . . . she has always known the secret of keeping dainty and fresh in all things . . . the breath particularly. After all, there's nothing like halitosis (unpleasant breath) to raise a barrier between people.

* * *

You Never Know

Your breath may be agreeable today and offensive tomorrow. The food you eat, the things you drink, the hours you keep—all bring subtle changes that may result in halitosis (bad breath). Consequently, you must ever be on guard lest you offend.

Better Safe Than Sorry

Fortunately, halitosis often yields quickly to Listerine used as a mouth rinse or

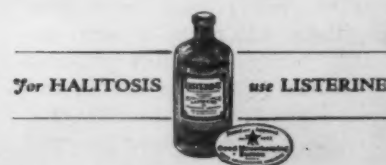
gargle. Almost at once, this remarkable deodorant cleanses, sweetens, and freshens the mouth. At the same time, it halts fermentation of tiny food particles—the major cause of mouth odors. Then overcomes the odors themselves.

And remember, Listerine is safe even when used full strength—does not harm delicate tissues of the gums or mouth. It actually stimulates them.

When You Want To Be Sure

Fortunately for the public, many of the "bargain" imitations of Listerine are now out of business. Too strong, too harsh, too bitter to be tolerated, or lacking Listerine's speedy deodorant and antiseptic properties, such mouth washes were soon rejected by the public.

When you want a wholly delightful mouth wash, when you want to be sure of effective breath control with *safety*, use Listerine and Listerine *only*. Rinse the mouth with it morning and night and between times before business and social engagements. Lambert Pharmacal Company, St. Louis, Missouri.



FITTING THE CHILD TO THE HOME

(Continued from page 13)

mother, looking over and laying out clean clothes for the next day, a ten-minute period when she sits by the children's beds and gets close to them in spirit—which I doubt. Getting close to children, or anyone else, in spirit is a by-product of other activities and can't be summoned on schedule. After this long ritual is over the mother and father do the dishes. What is left of the evening is about as interesting and inspiring as the empty stick of a lollypop.

They are, these parents believe, giving everything to their children. But they are cheating them of the biggest thing of all in losing companionship between themselves as adults and partners and losing whatever they have of individual interests and the mental and physical strength to follow them. The years of childhood are very short. The years after are very long and it is difficult when youngsters are grown to pick up where you left off. It is harder still to break the habit of having them as the central theme of your life, and the effort to hang on when you should let go is very strong.

So long as there are individual homes there will always be the problem of compromise between the rights of adults and the rights of children. But the solving of this problem is again the solving of one of the major adjustments of life because all life which is to be lived happily must be based on consideration for other people. Cooperation and tolerance are essential in any business or social relationship. By too much adapting of the home to the children we are bringing them up in an incubator atmosphere and not preparing them for the none too gentle temperature changes of the harsher outside world.

"I'll just have to give up having our friends in until the children are grown," said one mother. "There is too much confusion and disturbance."

She may have been speaking partly in jest, but her friends must have thought there was much in what she said! Her youngsters rush pell-mell into the house with their pals in tow and create a noise and disorder that would make a boiler factory peaceful

by comparison. They shout from the third floor to the basement and use the hall as a passageway if they want to get from the front porch to the back yard. They shout "Mu-ther!" if they want something to eat, and she drops her book or her knitting to rush to their aid.

Only two houses away there is a family with five children to her two. They have been taught independence without aggressiveness. They have been taught consideration without in any way being repressed. They know their friends are as welcome as their parents' friends so long as they realize that hospitality is for those who do not abuse it. Cookies are in the cookie jar; fruit juice is in the refrigerator but the cover must be put back on the jar, the refrigerator door closed. These things have become habits and, strangely enough, more children come to this home than to the other one. They know what they can and can't

do and, beyond that, are as free to enjoy themselves as any adult guest. They have learned to fit themselves to the home and its habits. Instead of upheaval and friction there are reasonable order and harmony and the children are actually happier than where freedom is another name for license.

Fitting the child to the home does not mean, to me, unkindly and arbitrarily shutting him off from sharing in family life. It does mean that he be considered as an essential and welcome part of that family with his due share of the pleasures and self-sacrifices.

Perhaps one of the most difficult of these sacrifices is to see other people eating a rich and luscious dessert while fruit custard is given to the children. Yet some day and in some way that will be far more difficult, those small human beings will have to learn that they can't have everything that everyone else has. They will have to learn to take what fate and ability may hand them and do it with a smile and no

self-pity. They will either learn it or be unhappy misfits. To deprive Father of his favorite mince pie because "it is too heavy for the children" is not helping them to develop generosity of spirit. It is depriving them of the chance to learn the pleasure of having a part in the enjoyment of someone you love. Perhaps this seems idealistic and impossible. I don't believe it is either. Children can be developed into self-

ish, arrogant little demons. They can be guided and encouraged to be gracious and thoughtful. Either of these is a matter of years of steady parental attitude.

"Children in a family should be allowed to quarrel," said a lecturer not long ago to some two hundred assembled mothers and fathers. "It's good for them and stimulates their minds. It teaches them to stand up for themselves."

She did not seem to realize that this method of stimulating your mind and asserting yourself is not looked upon with favor in either the school or the business world. Neither did she consider the other important fact that an atmosphere of bickering is not one in which most parents thrive best or take any pleasure in living. A family of



NED HILTON

COURTESY OF COLLIERS

POSTURE

by Susan McWilliam

(Aged 11)

*In gym you have to stand up straight
To get your back so it won't brake
Miss Borg is very straight and tall
And can she ever hit a ball*

*She jumps so high!
Just like a fly
And never makes a miss
She's always saying now girls now
girls
Now keep your Posture just like this*

children who are all Gentle Annies with no opinions or decided views of their own would be depressing. But live and let live is still a pretty good rule to learn and where can we find a better place for learning it than right at home? As one old lady remarked to a nephew who never got along with anybody or any job, "Johnnie, did you ever stop to figger that wherever you go you have to take yourself with you?"

A squabbling nature, built up through years of encouragement on the part of brothers and sisters, is quite a load to carry with you through life. It is also quite a handicap to the attempt on the part of parents to create a home that has an atmosphere of love and consideration.

A home is, or should be, a civilizing influence on the young savages who live in it. It will not have this influence if there is a constant effort to fit it to them instead of the other way around. Children are far more pliable than adults and the process of adjusting to conditions which may not be natural to them is rather painless—once they get the idea. Custom, routine, regulation, pride are liked by youngsters. They give a feeling of stability.

"Childhood is not a preparation for life. It is life."

What Do You Think?

The following questions are taken up in this issue of the NATIONAL PARENT-TEACHER MAGAZINE. To verify your answers, turn to the pages whose numbers are given in *italics* following the questions.

1. What are the important ways of preparing the child for the new experience of school life? What are some of the mistakes frequently made and how may they be avoided? 6-7.

2. What benefits do young people derive from "following the crowd?" 8-9.

3. What are some of the characteristics which make for good citizenship, and how may the home foster these, and thus contribute to the community? 10-11.

4. Is it fair to children to have the entire household revolve around them? 12-13.

5. How can children be taught to spend their money wisely and with appreciation of its value? 20.

6. What is your reaction to a child who is indifferent to punishment? 15.

7. Why is the development of early talents and interests stimulating to the future character and intelligence of the individual? 17.

8. How can school children be interested in proper selection of lunches for themselves? 19.

9. Why should parents and teachers organize? 22.



EYES NEED PROTECTION TOO!


HERE are four important rules every parent should follow to provide eye protection in the home:

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- Call your electric service company today and ask for a free survey of the lighting in your home. Adequate light and proper lighting help greatly in reducing eyestrain.
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INTIMATE SHOPPING TIPS

By
MARY PAULINE
CALLENDER

Authority on
Feminine Hygiene



Naturally, we women can't ask a man clerk about personal hygiene accessories. So let me give you the benefit of my experience on intimate items in which you can have complete confidence.

Mary Pauline Callender

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Perhaps a friend has told you about the pinless Kotex belt. It's truly a new design for living! Dainty secure clasps prevent slipping. The belt is flat and thin, adjusts to fit the figure. This gives self-balance—you can bend every-which-way without harness-like restraint. Yet this extra comfort and safety costs nothing extra. Your store has 2 types: Kotex Wonderform at 25c and the DeLuxe at 35c. "Cheap" belts can't compare, because inferior grades of elastic fray and wear out—make for the discomfort every woman dreads.



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If you've listened to the radio story of Mary Marlin, you've heard me tell how Quest, the positive deodorant powder, assures all-day-long body freshness. And being unscented it can't interfere with your perfume. You'll want Quest for under-arms, feet, and for use on sanitary napkins—it doesn't clog pores or irritate the skin. See how long the large 35c can lasts, and you'll agree this is indeed a small price for the personal daintiness every woman treasures.

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Three Gifts for You! One is a booklet by a physician, "Facts about Menstruation." The others are "Marjorie May's 12th Birthday" (for girls of 12) and "Marjorie May Learns About Life" (for girls in their teens). They give facts in a simple, motherly manner for you to tell your daughter. All are free—write me for the ones you want. Mary Pauline Callender, Room 1490, 919 N. Michigan Ave., Chicago.

The Teacher in the Spotlight

by James Newell Emery

ABOUT the teacher and her profession a certain glamorous hysteria has grown up on the part of the lay public, especially in the last decade. Whenever the questions of teachers' salaries, teachers' positions and teachers' work come under discussion, the first reaction is to classify the public school teacher in one of two brackets—either from the ultra-sympathetic viewpoint, or from the envious one.

The first classification regards in general the "poor teacher" as an object of public pity, a hard-working, underpaid drudge, who has never received a square deal from the public that she serves. The other extreme looks on her with some degree of bitterness because she has a "soft job," is reasonably secure of her position when workers in other lines have had their wages cut to the bone, or have been let out altogether. She has from fourteen to sixteen weeks' vacation each year, has short hours, and works only five days a week, with numerous holidays throughout the working year.

The snap viewpoint in either extreme is as unfair as the traditional classification which has always existed in the minds of the fiction writer and the cartoonist, who divide all teachers into two classes: one, the angular old maid, with prominent nose, severe glasses, tightly drawn coiffure, and narrowness of physical and mental vision; the other, the sweet, fluffy young thing who turns to teaching as a stop-gap until the Prince Charming comes along. She is the heroine of short-story and the novel, the belle of the neighborhood dance and party, an interesting and glamorous figure.

But in between the two, corresponding to neither of these extremes, is a vast army of business-like, capable, efficient young women. They have seriously trained themselves for their job, put in the two-and-a-half to four years required for professional preparation, with the exacting qualifications for a certificate to practice their profession as to mental ability, health, morals, etc. Every year the requirements are becoming stiffer. Teachers are by no means overpaid, nor even adequately paid—yet at the same time they are not and should not be objects of charitable regard. They should have adequate pay and adequate consideration. In our larger cities and towns they are generally paid a fair rate commensurate with what a single woman can be expected to earn in other trades and professions.

It is about time that some of the

hysteria was dispelled from the "poor teacher," or from the teacher supposedly having a soft time at the public expense. The public should begin to realize that the teacher has real work to do in the world, that she neither demands charity nor should expect envy because she is a teacher. The teacher will command esteem in the community and so will her profession when it is recognized as a real profession. Its requirements perhaps may not be quite so high as those set up by the law, medicine, or the pulpit—although there may be some valid debate on this point—and yet there is no reason why they should not be.

The teacher should not be expected to work for charity, or for a mere pittance, for the love of her work. That is largely, to put it with more emphasis than refinement, bunk. You would not expect a qualified nurse to work for you for a dollar a day, a dentist to fill your teeth or make a bridge because he likes the work, a druggist to fill your prescriptions either gratis, or for a nominal sum.

Nor, on the other hand, should a teacher fairly be the object of envy and ill-feeling because she has the more or less doubtful security of a "white-collar job," with steady pay, moderate hours, and plenty of vacations. Requirements in most states now demand that she put in four years of high school, from two-and-a-half to four years of professional training, to say nothing of more or less graduate work. It is rarely considered that the hours she puts in in the schoolroom when the classes are in session are by no means all the time she gives to her task.

There are many hours outside of the regular day's schedule, 9:00 to 3:30, that she puts in correcting papers, preparing for the next day's work, attending professional meetings and conferences that the public knows nothing about. This is saying nothing of the hours spent before and after school in helping backward and retarded pupils. In addition, she is expected to keep constantly up with the new developments and demands of the profession by summer school and extension courses, at her own time and expense, either during her summer vacation, Saturdays, or after school hours, when her day's work is theoretically done.

There is no overtime pay, no employee's bonus, in the school department, as there is in the store, the office, or the mill. Many a principal, for example, spends a good part of

the summer in his office after schools are closed making up schedules and doing other routine administrative work. Yet if teacher or principal loses a day from the regular session, either from illness, accident, sickness at home, deaths, or funerals, the absence in most cases results in a decrease in the pay check.

The Commissioner of Education of West Virginia comments in his annual report significantly: "Worthwhile, dependable workmen are not engaged in occupations which offer less than a living wage. Only those who live below the poverty line engage in poorly paid occupations. . . . Some teachers spend all they save during the year attending summer school. Teachers have never shirked their duty in times of stress. . . . In addition to their personal contributions they are willing and are taking on larger teaching loads. They are being compelled by higher standards to spend time and money in further preparation."

Another point which the public rarely takes into consideration is the nervous strain of the job. The teacher is a target of constant criticism. The stenographer has her employer to please and nobody else. The teacher works for everybody; consequently the general public feels at liberty to criticize her dress, her language, her standards, her personal affairs. This in addition to the technical criticism given her by her immediate superiors, to whom she is directly responsible for the success of her classroom work.

Let's get away from the feeling either of envy or of pity. Let's consider the teacher, neither as an underpaid starveling nor as a lazy loafer supported in a soft job at the public expense, but as a man or woman, adequately trained, carefully and rigidly selected, by mental, moral, physical, and temperamental standards, for a very necessary, very exacting, fairly difficult profession—not a job that the first or second comer can step in and fill with a few days' or a few weeks' training.

The teacher doesn't want the patronizing pity of those who look upon her as a sort of professional poor relation. She doesn't deserve the envy and ill-will of those who haven't been willing to spare the time for the professional preparation she has gone through, perhaps who haven't the ability or the characteristics, but who want the rewards without earning them. Let's look on the teacher's profession with fairness—that she should be an honorable and worthy member of a dignified and respected profession, reasonably well rewarded, and holding the esteem of the community, not only because of her profession, but because of her own personal worthiness to be a member of it.

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MR. BRAUN: "Yeah, an' it tastes slick with creamy milk an' fruit, Mr. Butter-insky, an' I'm a lot smarter'n you if you don't eat it every day!"

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WHAT DOES YOUR CHILD EAT FOR LUNCH?

(Continued from page 19)

that a growing child needs a real meal at lunch time—not just a “snack.” It is all right for adults to cultivate the habit of two meals a day if they prefer to do so but children can't eat enough in two meals to take care of their nutritional needs. Unless a child has been allowed to eat too many sweets his appetite will serve as a fairly reliable guide as to the amount of food he wants. Sugar has a strange way of cultivating an appetite—not for wholesome natural foods, but for itself. If you go without eating much sugar for a while you don't miss it but it is easy enough to develop an insatiable candy habit. However, youngsters who have been eating good, wholesome foods at home can be trusted to select similar foods at school.

HURRY-UP HOME LUNCHES

THE child who goes home for lunch is usually in a hurry and Mother must feed him and send him back to school in a great rush. To avoid that overfed feeling that comes from eating on the run, easily chewed and easily digested food should be the rule for luncheon. Scrambled eggs and omelets and creamed foods of all kinds are easily and quickly eaten. One of my favorite luncheon dishes is composed of spinach, hard-cooked eggs, and a cream sauce containing cheese. Place cooked spinach in a baking dish, cover with sliced hard-cooked eggs, and pour over it all the cheese sauce. Sprinkle buttered crumbs over the top and reheat in the oven before serving. Any green vegetable can be used instead of spinach.

Cream soups are fine for lunch and when served with sandwiches and a salad they make a very nutritious and satisfying luncheon. Lima beans, navy beans, green or yellow split peas, canned corn or canned tomatoes make good substantial soups for lunch.

Desserts should be simple. Custards are excellent and so are canned or fresh fruits. Gelatin desserts have a slipperiness that makes them desirable for a hastily eaten lunch. Desserts such as these do not produce that early afternoon sluggishness so distracting to teachers and pupils alike.

SUGGESTIONS FOR LUNCHES PACKED AT HOME

IF your child carries his lunch from home, then the problem is one of packing a “grade A” lunch. In the first place be sure to get one of those small Thermos bottles so that you can send along something hot to warm up that empty stomach. An entirely cold meal is so flat, somehow. Hot malted milk, hot cocoa, or hot soup can fill the Thermos bottle.

If you have got out of the way of making sandwiches during the summer vacation, try some of the following: Creamed butter with chopped parsley on rye bread. Or creamed butter with very finely chopped onion. Cream cheese makes an excellent base for fillings and can be mixed with chopped olives, or parsley, or crushed pineapple, or finely chopped nut meats. Perhaps cream cheese and

bread, or nut bread, or bran bread with dates and raisins—all these make delicious sandwiches.

For something fresh, send along a quarter of a head of lettuce with some salt, or a tomato, or a scraped carrot, or some celery. These should be sprinkled with a few drops of water and wrapped in oiled paper. Various vegetables can travel to school in a lunch box if they are wrapped in a lettuce leaf and pinned with a toothpick. Use canned asparagus tips, or uncut green beans, or shredded cab-



PHOTOGRAPH COURTESY OF BOARD OF EDUCATION, CITY OF NEW YORK

Lunch time in a public school is fun

jelly would make a hit with the young folks, cream cheese on one side and jelly on the other. Peanut butter with jelly is another good combination that is delicious and has the added faculty of sticking to the ribs until after school is out. Mashed hard-cooked eggs, bacon fried very crisp and crumbled, mixed and spread on whole wheat bread make a wholesome sandwich that will help to fill up that growing boy of yours. Raisins, dates, and nuts ground together and moistened with lemon juice make another good spread.

There are a number of baking powder breads that make grand sandwiches with just butter for a filling. Orange bread, for instance, or banana

bage. These lettuce rolls are great favorites with the younger generation.

A slice of cold roast is greeted with glee but meat is not essential in a lunch if meat is to be served at home for dinner. Cookies and cup cakes find their place in the lunch box, too, for they supply calories, and youngsters are active enough to need lots of energy.

But above all, let's try to make the lunch box attractive. There is bound to be a certain sameness to a lunch that must be packed; it's the very nature of the beast. But if it is done up neatly—oiled paper and rubber bands are a great convenience—it can be very appetizing as well as nutritious.

IAM quite convinced that within a very few years every high school in the United States will have definitely assumed this work, the job of training young drivers, as part of its job. Why shouldn't this be so? What else can we do? We cannot keep on indefinitely killing 36,000 people a year and suffering an economic loss of at least one and a half billions of dollars a year—nearly as much as the entire

cost of the public school system itself. We have got to lick this situation and we shall never do it until we produce a new race of drivers, drivers that are as thoroughly trained and competent as the persons who drive locomotives and airplanes. The job can be done, but the high schools have got to help. In fact, they will have to carry a very considerable part of the responsibility.”
—ALBERT W. WHITNEY

MAKE THE MOST OF YOUR CHILD'S TALENTS

(Continued from page 17)

these conditions will, in effect, upon becoming a young man or young woman, be thrust in the midst of a complex American culture without proper training. He will be left to sink or swim as best he can. He may be quite as much handicapped as if he had grown up in an African tribe, perhaps even more so.

Scientific studies on the relationship of heredity and environment as determiners of intelligence emphasize the importance of environment. This includes such things as the reputation of the family, parent-child relations, relationships with other children, nutrition, school guidance, illness, emotional control, and the development of harmonious home-school cooperation. After all, it is the whole child rather than his intellect as a separate entity with which the modern parent and the modern teacher is concerned. Intellectual training which neglects social values develops individuals without social knowledge or social responsibility. Recognizing this, schools and colleges are attempting to personalize, socialize, individualize, and spiritualize their teaching. They are attempting to develop a generation of graduates who will assume leadership and direct their activities toward social ends and purposes. To do this, it is recognized that it is only in so far as attitudes are emotionalized that stability of purpose and character will be developed. After all, as a great psychologist has said, the intellect is but a speck upon the sea of emotion.

THE growth of intelligence is closely related to interests. Interests are all about us. They are encouraged and nursed by friends, teachers, and parents. They grow out of everyday living, from reading, from our work and play. The most important thing to remember in developing interests is that success is necessary. There is nothing more tragic than a child in a class poorly adapted to his needs, or in a family where his limitations are not recognized. In laying the foundation of interests, successful parents and teachers recognize that they must first gain the respect of children and young people before they can be a real force in inducing and promoting interests. A hospitable environment is necessary in developing interests.

Interests are in reality evidences of intellectual life. They are the sparks which set us going. Parents and teachers need to use their every skill in discovering present interests, encouraging those which appear profitable and in discouraging harmful ones. Let no one, however (Continued on page 34)



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MAKE THE MOST OF YOUR CHILD'S TALENTS

(Continued from page 33)

wise, set himself up in judgment and force his interests upon others, however laudable they may be. Real interests grow as a vital part of each individual personality. It is well to recognize those that are well developed and those that are incipient. What may seem to be a most trivial interest may be developed into a beautiful flower. Reading, music, art, craft, nature, science—these are but a few of the fields in which boys and girls and adults have a natural interest which may well be cultivated. Real interests lead on and on, generate enthusiasm, grow in meaning and significance, and result in satisfaction. Parents and teachers who are interested in developing wholesome intellectual interests in children will begin with the everyday life about the home, the school, and in the community. They will reward worthy interests, neglecting those which do not appear to be profitable. They will build upon these interests to generate the enthusiasm, desires, and drives, which are essential to the development of the highest potentialities in each individual. The old school of thought which had much to do with dumbbells, dunces, and queer children, is outmoded by the new teacher and the modern parent who take each child for what he is, and attempt to develop his highest intellectual, moral, social, and spiritual qualities. In this, he is really being helped to develop his character.

Character is dependent upon many factors but most of all upon personality. In the unfolding of personality, intelligence is of prime importance. The use made of this intelligence is, however, of even more importance. Those who are successful on the play-

ground, in the home, and in the classroom, study the children and youth under their care. They observe the child in all of his relationships and his way of behaving with other children, toward adults, toward material things. In fact, they are spending a great deal of their time "learning" children—their talents, their limitations, their hopes, their fears, their joys, their desires. Starting where they find each child, they say to him, "Come with me, and I will help you make the most of yourself, that you may come into your own as a vital, dynamic, and worthwhile personality." They do this quietly, without crowding, without trying to satisfy their own ego through forcing young minds, without expecting too much. Rather do they set out to:

1. Discover talents
2. Study growth
3. Provide opportunities
4. Recognize differences
5. Build security
6. Nurture interests
7. Encourage initiative
8. Develop confidence
9. Reward effort
10. Respect personality

By observing these ten points, each individual is helped to build his own personality, to find his place in his family, his school, with his gang, and in his community. Parents working alone are at a serious disadvantage. Teachers working alone often fail to recognize points of greatest importance to growth and development. Parents and teachers working together are able to think in terms of the whole child, and how his talents may be best developed for individual success and happiness and social good.

This Article May Be Used to Supplement the Program Outlined on Pages 44-45

SO THEY'RE GOING TO SCHOOL

(Continued from page 7)

ents have not been able to adopt a program of emancipating the child. We had a typical case in our school recently. Junior and his mother were in the corner of the first grade room. Junior screwed his knuckles into his eyes and gulped down his sobs. He burrowed his head into his mother's lap. She smiled wanly at the teacher, "You see, Junior doesn't want me to leave him. He loves his mother so much. Don't you, Junior?"

What was there for Junior to do but make a fuss over entering school? His mother expected it and would have been disappointed if he had not wept at the parting. Scenes like this occur over and over again during the opening days of school. Here is the mother who is emotionally dependent

on her child, who really is sapping his life for her own satisfaction. She dreads the day when Junior will, so far as she can see, no longer need her. If she only saw the fundamental ways in which Junior would always need her she would realize her fear as groundless. By the time Junior has reached five he has already discarded specific needs for his mother. He ties his own shoes, fastens his own clothes, messily takes his own bath. At least he should, if his mother is concerned for his growth. He is constantly developing new needs for her, however. He needs to have her stand by silently and confidently while he tries new experiences and tastes new bits of life. He needs to be sure of her love and affection though he doesn't want it show-

ered with tears and smothering emotion. These are far more important than shoe-tying and dressing.

We see, then, that the parent is all along preparing the child for his entrance to school by the attitude he takes toward the child's growing up. He is also preparing the child by the kinds of experiences he provides. Even at the cost of great effort, wise parents see to it that their children have playmates as soon as they have any interest in playing with other children. Sometimes they place small children in professionally conducted play groups. When they cannot afford to do this, or none is available, many times they improvise play yards and play groups and take turns afternoons supervising the children's play. Why? To go off and play bridge? Perhaps some. But most are genuinely concerned that their children learn to live with other children.

Adults are prone to think that children "just naturally" live and play together. They do if they are brought into contact with other children regularly, if they have materials conducive to play activities, and if they have some guidance in their play. We have only to compare the behavior of children who have had group play with that of only children who have not, in order to realize how much there is to learn in childhood about getting along with others. Clearly this is one of the most important experiences preparatory to going to school where the child is immediately expected to get along with many, many children most of whom are strangers. Adjustment for the child, then, would be much easier if the parent would see to it that the child had some experiences in being with a group of children of his own age before entering school.

Parents can help the child to make a satisfactory start in school if they will be scrupulous in their care not to provoke any fear of teacher, school, or school activities. So often the unthinking parent says to the child, "You'll have to mind the teacher." Or, "The teacher won't like it if you do that in school." Or even, sometimes, "The teacher will punish you if you aren't a good boy." Such comments naturally make the child fear the teacher. Fear is an evil instrument. It hampers the child, makes him dread school, prevents him from using his abilities, and keeps him from revealing his needs to the teacher. When such a fear attitude is built up before the child starts to school, the teacher is seriously handicapped in her efforts to gain the child's confidence. She can hardly teach him effectively without it. Not only is fear of the teacher thrust upon the child, but often fear of failure to (Continued on page 36)

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Dentons are made and distributed in Canada by Mercury Mills, Ltd., Hamilton, Ontario.

Mothers who wore Dentons in their childhood now buy Dentons for their own children. For over a quarter of a century, Dentons have been scientifically made to protect health and give long, satisfactory service.

Prices are Lowest in 18 Years



Above is a picture of Denton soft-knit fabric. The yarn is spun and knit in our own mills from high-grade, double carded, unbleached cotton with some very fine, soft, natural-color wool. Magnified section of fabric shows how the loosely-twisted yarn is knit in an open stitch, with countless, tiny air spaces.

Denton soft-knit fabric keeps in body heat and keeps out cold. Loose-spun fibres of naturally-warm, unbleached cotton with some fine wool carry off perspiration without chilling the child.

NO DYES OR CHEMICALS are used; nothing to irritate or injure the child's sensitive skin.

Genuine DENTONS are Durable

The long-fibre cotton used in Dentons makes a durable fabric. Dentons hold their shape after repeated washings. They are amply proportioned to avoid binding. All Dentons have patented, EXTRA-FULL DROP SEAT and patented, extra-heavy, tailored ROMPER FEET. Dentons have strong, flat seams, flexible RUBBER BUTTONS and carefully-made button holes. Dentons are so durable that they are most economical in actual use.

How to be Sure of Getting
Genuine DENTONS

Ask for Dentons by name. Look for the trade mark tag bearing the picture of the smiling Denton girl, as shown above, and for Denton name on neck-hanger. Insist on genuine Dentons. Sold by leading dry goods and department stores.

SO THEY'RE GOING TO SCHOOL

(Continued from page 35)

accomplish what parents expect is established at an early age.

AGAIN unthinkingly, parents dwell on learning to read in the first grade. Some ask their children on the first day what they've learned to read. Others watch for first report cards and compare them with the neighbor's child's. Others pursue the first grade teacher if they think she is not pushing the children fast enough into reading. We have seen young children positively ill from fear that they would not please their parents in their reading. We have seen the home play time taken from others so that parents could "hear" their reading—coach them. We worked with an eight-year-old child who was physically ill because she knew she couldn't live up to what her mother expected of her in reading. Why do parents want to push their children into reading? Perhaps it is because we assume some cultural advantage in being able to read. But then, if that were the reason, parents ought to be willing to wait a bit. Most of today's children will probably live to be sixty or more. They'll have fifty-two or -three years in which to read. More than likely, to be brutally frank, the parent wants his child to read at the traditional age of six because of parental pride, because of comparisons with neighbors' children, because precocity in reading has come to mean intellectual precocity.

The trend in good schools today, however, is to delay the teaching of reading until the children are older and more experienced. There are a number of reasons for this but two are especially significant for parents. The first is that children are probably not physically ready to read as early as we thought. Careful studies of the development of the eye are under way. At the age of six the distance between the eyes is widening. The eyes are normally far-sighted at this time. Many of the ophthalmologists say that the eye increases in weight until the age of seven; that up to that time, muscles are still having to adapt to changes in the eye; and that probably much fine reading before that time creates strain for the eyes. The child's body is growing rapidly at this age, too. This creates demands for the use of the large supporting muscles, for much physical activity, for the use of large materials during these beginning school years. So from the point of view that physical growth must be safeguarded and promoted, early reading is not wise. Children have only the one year in which to be six, to develop good eyes, to build into their bodies

the growths meant for the sixth year. They have many years for reading. Just as we can never turn the clock back and relive life, so we can never make up to the child injuries to and distortions of his growth.

From a second angle, the delay in reading is important because it permits the child to build a good background of experiences to serve as the basis for reading. Children come up against many new words, new thoughts, new experiences in their reading. They must have had experiences in using and knowing language, in thinking and expressing thoughts, in order to understand what they read. For this reason much of the time in the beginning year of school is given over to trips around the school and the neighborhood, to building, to cooking, to playing house and carrying on a myriad of other

SEPTEMBER MORNING

by Revah Summersgill

*This is the day they go adventuring—
Your straight young lad, my timid
little girl.*

*I busy my slow hands, see to each
thing:*

*The bright new pencils; every shining
curl;*

*Clean handkerchiefs; her sweater.
This fall day*

*Our babies take the path that leads
away*

*From us. They carry strength for high,
far places*

*In set of shoulder, curve of tense young
smile.*

*They started off for school with eager
faces.*

*I will not pray, "If they could wait a
while!"*

play activities all of which make an opportunity for talking and using language, all of which give children the experience with ideas and phrases new to them.

Parents who understand these reasons for delaying reading will refrain from "talking up" the importance of reading accomplishment to their young children. They would do well to find out how the school plans to proceed and adapt their expectations to these plans. There are few sorrier children than those whose parents insist that they learn to read when the school just as insistently delays reading.

Pressure on reading is not the only error to be avoided by the parents

of the beginner. Other fears listed above creep in through thoughtless remarks. A vital item in the preparation for school life is the happy, unharried, unpushed feeling of pleasure in the new experience.

FOR those who can devote the time to it, some study of the program of the school to which the child will go is important. For example, many schools are instituting rest periods in the mid-morning. Wise parents would institute this rest period long before the child started to school so that this would be a familiar experience to him. The child's meal times could be regulated according to his future school schedule as far in advance of his going to school as possible. Thus one important change in the child's day might be avoided. Parents should be sure that their children can take care of themselves at the toilet. Parents who can afford it would do well to duplicate a few of the school materials in the home—crayons, paints, books—so that as the child approaches his new school experience he finds a few familiar things about him. All of this means that the parent of the prospective school entrant ought to visit the school at least during the spring before, ought to get acquainted with the teacher who will be responsible for his child, ought to seek the advice of this teacher and give the teacher such information about the child as she may need in order to know and understand him in a shorter time. This means, too, that parents ought to cooperate in the Summer Round-Up of children who are to enter school. We cannot stress too much the importance of parental cooperation in such ventures.

The health examination is a vital part of preparing the child for school. We assume that the conscientious parent secures for the child at least a yearly examination. If this is the case, the examination before entering school is a part of the routine. Certainly if the child has not had regular examinations he must have one before entering school. It is necessary to know about his hearing, his eyesight, his general state of health, in order to understand his special needs. Often children seem dull when they have been made hard of hearing by a curable defect. Many difficulties with beginning reading are the results of poor eyesight. Inability to get along is often due to excessive fatigue or need for special food substances. These things must be known in order that they may be corrected and the school program adapted to them. Health authorities will insist on vaccination. This should certainly be done well in advance of the child's entrance to school. Most communities or

state departments of health will supply vaccines and administer them. In addition it is wise to have the Schick test given and, when necessary, the toxin-antitoxin for diphtheria. In some territories typhoid inoculations might be needed. Certainly everything possible should be done to immunize children against contagious diseases before they become members of large groups of children.

We have moved in this discussion from rather intangible to very definite things that parents can do to prepare the child for a happy and successful school life. Much of this preparation is part of a larger task—that of creating fine relationships, building mutual respect and confidence. Much of it is in the guidance of children into a life rich with experiences—experiences which yield a genuine sense of values.

Does it seem to be a heavy load for the parent? Indeed, yes! But the dividends in happiness will more than amortize the initial investment of patience, labor, and love. Gibran sums it all up in *The Prophet* when he says:

You are the bows from which your children as living arrows are sent forth. . . .

Let your bending in the Archer's hand be for gladness;

For even as He loves the arrow that flies, so He loves also the bow that is stable.

"DURING the past quarter of century we have been expanding rapidly the forces which make for democracy, and at the same time expanding equally rapidly certain forces that work against democracy. . . . As I study public men and public affairs, I am moved to divide men into four classes. First, there are those who are always *against something*—with an endless capacity for finding fault. Second, come those who are forever concerned with the solution of our problems. They are good problem-staters and verbal problem-solvers. They are constantly engaged in the business of social and economic repair. . . . The third type of public man seems so far ahead that he always talks about things which the masses of people can neither understand nor do. Perhaps there is an important place for these Utopian dreamers; at any rate they are far superior to the mere kickers. But we need in America the fourth type of public leader—the man who can plan in terms of both present and future need, and who knows that the building of a great civilization is vastly more than merely solving problems; who sees clearly that *sound and abiding values must be built into the lives of the entire people if our democracy is to fulfill the promise of our forefathers.*"—JOY ELMER MORGAN.



① A Welded Wire Seal keeps your milk as pure and clean as when it left the dairy. It locks in goodness and purity; locks out contaminations that might endanger your family's health.

③ A Welded Wire Seal prevents germ-laden dirt from accumulating on or under the sterile pouring lip; keeps the lip as clean and sanitary as when it emerged from its steam bath at your dairy.



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A coconut shell makes the perfect milk bottle. It keeps coconut milk safe and secure; it can't be opened without detection. What the coconut shell does for coconut milk, a Welded Wire Seal does for your baby's. A Welded Wire Seal is the one sure way your dairy can protect its milk against germs, can make the bottles dust-tight, dirt-proof, tamper-proof.



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INSIST on this Welded Wire Seal on your milk. If your dairy does not use it, write and we will tell you where to procure it in your locality. The Standard Cap and Seal Corp., 1200 Fullerton Ave., Chicago, Ill.



Don't try to hide toilet odors with smelly disinfectants. Here is a scientific preparation—made especially to clean toilets. Sani-Flush removes stains and discolorations without scrubbing and scouring. Sani-Flush purifies the unseen trap where dangers lurk. It puts an end to the cause of odors and insanitation.

Just sprinkle a little Sani-Flush in the bowl. (Follow directions on the can.) Flush the toilet. That's all there is to it. It's simple. Sure. Harmless. Sani-Flush is also effective for cleaning automobile radiators (directions on can). Sold by grocery, drug, hardware, and five-and-ten-cent stores—25 and 10 cent sizes. The Hygienic Products Co., Canton, Ohio.



Coming in October

Let's Face the Cheating Problem

by Ernest R. Groves

A distinguished educator faces frankly the subject of cheating in our schools, what causes it, and how it may be eliminated.

Children and Community Responsibility

by Gertrude Laws

A stimulating discussion of how parents can teach children a sense of responsibility toward the community through their examples and through home tasks.

Declarations of Independence

by Christine K. Simmons

Some wise advice on how to give children guidance without too much self-restraint, and how patience helps young people to develop poise.

HELPS FOR STUDY GROUPS

by Ada Hart Arlitt

Parent Education Study Course: The Family and the Community



• WHAT THE MODERN FAMILY CAN CONTRIBUTE TO A COMMUNITY

by ADA HART ARLITT

(See page 10)

I. Points to Bring Out

1. The child of today is not only a citizen of a small community, he is a world citizen. In preparing him for community life, the family should keep this in mind.
2. Training for community service begins in early childhood. The family which takes its part in community life sets an example which children follow.
3. The standard of life and the community attitudes in the modern family determine the standards in the community. The community is, after all, made up of families and on each family falls the responsibility for making the community healthy, well educated, sound in character.

II. Problems to Discuss

1. How far should a family plan to take part in community activities?
2. Is a child ever too young to take his share of responsibility?
3. Plan a schedule for a preschool age child, grammar school age child, and an adolescent which will involve training for home and community responsibility.
4. Plan a P. T. A. project which will call for cooperation between home, school, and community.

SUGGESTED READING

- | | |
|---|--|
| Arlitt, Ada Hart, editor. <i>Our Homes</i> . Washington: National Congress of Parents and Teachers. 50 cents; paperbound, 25 cents. | berg, Sidonie. <i>Our Children</i> . New York: Viking. \$2.75. Chapters XXIV, XXVI. |
| "The Development of the Family Life." | Groves, Ernest R. <i>Founding a Family</i> . National Parent-Teacher Magazine. September, 1935. |
| "The Place of the Family in the Modern Community." | Overton, Grace Sloane. <i>The Home in a Changing Culture</i> . New York: Revell. \$1. |
| Dennis, Lemo T. <i>Living Together in the Family</i> . Washington: American Home Economics Association. \$1.10. | Tate, Mildred Thurow. <i>The Child in the Home</i> . National Parent-Teacher Magazine. June, 1936. |
| Fisher, Dorothy Canfield, and Gruen- | |

Helps in Forming and Directing Study Groups

Select a chairman for the study group. This leader will thereafter have charge of the programs for the year.

The leader should have two vice-chairmen: one to see that the books and pamphlets to be used are at the place of meeting, and the other to have charge of attendance.

The article should be read by every member in the group before the meeting. There should be a sufficient number of magazines to make this possible. If the number is insufficient, the leader may read the article aloud to the group. The leader should then present the points to bring out. After these points have been discussed, each problem should be presented to the group. Paragraphs from the article may be read aloud if this procedure is necessary to make the answers to the questions clearer.

For aids in carrying on group discussion, see the *Parent Education Third Yearbook*, published by the National Congress of Parents and Teachers, 1201 16th Street, N. W., Washington, D. C. \$1.

CONGRESS COMMENTS

THE fall meeting of the Board of Managers of the National Congress of Parents and Teachers will be held at the Drake Hotel, Chicago, Illinois, September 17 to 20.

B. H. Darrow, National Radio chairman, reports that he has received word from Peiping, China, that they are translating the Ohio School of the Air scripts into Chinese and are broadcasting them over local stations.

Mrs. William Kletzer, President, Oregon Congress of Parents and Teachers, participated in the joint meeting of the National Commission on the Enrichment of Adult Life and the Department of Adult Education of the National Education Association at Portland, Oregon, June 29.

National Board members will attend the following fall state conventions: Mrs. B. F. Langworthy—Connecticut and Maine; Mrs. J. K. Pettengill—Nebraska, Oklahoma, South Dakota, Texas, and Wyoming; Mrs. M. P. Summers—Missouri; Mrs. Noyes Darling Smith—Texas; Mrs. A. H. Reeve—Maryland, Pennsylvania, and Minnesota; Mrs. Frederick M. Hosmer—New Jersey, Pennsylvania, and Vermont; Dr. Ada Hart Arlitt—Virginia; Marian L. Telford—West Virginia; Mary England—Florida and Texas; Charl O. Williams—Texas.

Dr. William H. Bristow will attend the West Virginia state convention and Alice Sowers will attend the Oklahoma convention.

Mrs. Langworthy will attend district meetings in New Hampshire, October 6 and 7, and the board meeting of the Rhode Island Congress, October 19.

Alice Sowers, Parent Education Specialist, participated in the American Country Life Association meeting at Western State Teachers College, Kalamazoo, Michigan, August 11-13. Miss Sowers will also attend the New Mexico Teachers Association Convention, October 28-31.

On July 23, Dr. William H. Bristow, General Secretary of the National Congress, addressed the parent education class which is being given at Teachers College, Columbia University, under the direction of Dr. Gertrude Laws, State Director of Parent Education, Department of Public Instruction, California.

A series of thirty-two broadcasts are planned for our 1936-37 National Parent-Teacher Radio Program, in cooperation with the American Academy of Pediatrics. The first broadcast will be given in October.

The general Convention committee for the Richmond Convention, just appointed by Mrs. Langworthy, is as follows: Mrs. Hugh Bradford, chairman; Mrs. Simon S. Lapham; Mrs. William A. Hastings; Miss Cornelia Adair and Mrs. Randolph Smith, both of Richmond; and Mrs. Langworthy and Dr.

When Shopping for the Younger Generation try the **E-Z** way



E-Z waist suits in fabrics for every climate. Short sleeve trunk, knee or ankle length. Self-help elastic back, also drop seat.



A complete line of infants underwear. Shirts, double front vests, bands and panties.

Sleeveless vests, panties and union suits are made in the extremely popular, snug-fitting tuck stitch. Comfortable and warm. In three fabrics—all cotton, 12½% wool and 25% wool.



Athletic shirts and shorts of good warm knitted fabric are extremely popular with boys. E-Z offers these in all cotton or cotton and wool.

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"for any child of any age"

E-Z MILLS, Inc.
57 Worth St., New York City

W. T. Sanger, ex officio members.

Mrs. John E. Hayes, former President of the Idaho Congress, spoke on "Parents, Schools, and Child Welfare" at the section on "Administrative Problems in Health, Physical Education, and Recreation," at the general session of the National Education Association Convention, on July 1.

Mrs. M. D. Wilkinson, chairman, NATIONAL PARENT-TEACHER MAGAZINE, participated in a panel discussion at the National Education Association Convention, on July 1, speaking on "The Relationship of School to Home and Community."

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Their porous, surgical weave fabric not only makes them faster drying — indoors or out — but also much easier to wash. Lighter, less bulky and 30% more absorbent, they have no hems to retain stains. Send 10c to Dept. 89, KENDALL MILLS, Walpole, Mass., for sample.

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DIAPERS



THE P. T. A. at Work

EDITED BY CLARICE WADE, 1201 16th Street, N. W., Washington, D. C.
Readers are invited to submit to this department accounts of rewarding projects and activities carried out by Congress units.

YOUTH ACTIVITIES AID COMMUNITY

Oregon

IRAN into an interesting story the other day. The Gearhart P. T. A. is at a beach resort whose winter population includes several families representing the large lumber mills in the vicinity. The families who stay there the year around have developed a P. T. A. which is doing an ideal job. First, there are thirty-nine children in the school, two teachers, and forty-nine members of the P. T. A. They have developed Boy Scout and Girl Scout activities, which not only serve their community, but also the neighboring town ten times their size. Once a week they open their school gymnasium for recreation purposes and employ a director to be in charge. The younger children have the period from 7 to 8 p.m., and the older children come after 8 p.m. This activity is very popular and gets a 100 per cent turnout of the youngsters of the community.

When I visited there recently they were just installing a lovely art exhibit which they had secured as a loan from the Portland Art Museum. It included about forty reproductions of the period from the primitives through the Renaissance. When this exhibit is returned they are expecting to have a second one, which will include reproductions of modern paintings. A third on Japanese prints is to follow. Included with the exhibit are a description and an explanation of the pictures and of the painting of that time. You see how they have taken care of their recreational and cultural responsibilities to their children. Now I wish to tell you how efficiently they have covered the spiritual welfare of the children.

Because their community is too small to support a church, they planned a substitute in the way of Sunday school services. Here they ran against the problem of finding a suitable person to cover the divergent religious backgrounds at a price they could afford to pay. After studying the matter, they decided that the children would be benefited by meeting with the larger groups and by making new contacts, and so they charter the school bus and pay the driver each Sunday to transport the children to the neighboring town where churches of the various denominations represented by their people hold Sabbath

services. The bus collects the children at the schoolhouse Sunday morning and delivers them at the respective Sunday schools in the neighboring town of Seaside. After the Sunday school services the children return to Gearhart.

The above activities are but an example of the fine things this P. T. A. is doing to make their homes, their school, and their community finer for their children.—MRS. WILLIAM KLETZER, *President, Oregon Congress of Parents and Teachers, 3146 N. W. 10th Avenue, Portland.*

LOCAL TALENT USED FOR SUCCESSFUL PROGRAM

Michigan

I sighed as my caller left. She had asked me to be chairman for the next P. T. A. meeting, only ten days away.



THE objects of the National Congress of Parents and Teachers, which sponsors the parent-teacher movement in the United States of America, Hawaii, and Alaska, are:

To promote the welfare of children and youth in home, school, church, and community; to raise the standards of home life; to secure adequate laws for the care and protection of children and youth.

To bring into closer relation the home and the school that parents and teachers may cooperate intelligently in the training of the child, and to develop between educators and the general public such united efforts as will secure for every child the highest advantages in physical, mental, social, and spiritual education.



Partly because I was very fond of the lady, and partly because I'm the sort that hates to say no, I said yes.

"Teaching Your Child Respect for Others," was the topic selected and she had tentatively planned to have an outside speaker and a soloist. Our state president, Mrs. William T. Sanders, had told us at the last Kent County Council Parent-Teacher Association meeting, that lay and local speakers should be used oftener, that it created initiative and interest. I decided to try it, and as I washed dishes,

my mind divided the topics into the following: teaching your child respect (1) for himself; (2) for property—public, private, and rented; (3) for safety; (4) for government and those in authority; (5) for religion; and (6) for individuality.

The dishes done, I jotted the sub-topics down, and thought of those in the community who would talk from three to five minutes on them. Mrs. Newcomer agreed to speak on topic 1. The janitor of the school, a long-time respected citizen and employee, felt that he had a real message to give the parents, in respect to public property. A local merchant and home-owner consented to talk on private and rented property, and thereby bring in the law concerning trespassing. The chairman of the Safety committee spoke on safety. A man teacher spoke on government and those in authority. The local minister took religion; and a father, individuality.

To help out the Hospitality chairman with the newcomers, I planned a merry mix-up in which, at a given signal, each should rise and speak to someone he or she did not know, and talk to that person until the music started, and then sit down beside him or her.

There was a short business meeting, the talks were given, and the program concluded with a musical number by a parent who had never appeared before. We found the idea of member participation an excellent one and shall take our state president's advice to use our own talent on our programs, instead of bringing in outside speakers.—MRS. HAROLD L. HUGHES, *Box 36, Comstock Park.*

CAMPUS BULLETIN BOARD ERECTED

Nebraska

A campus bulletin board has been erected and used advantageously this year by the parent-teacher association of Bancroft School, Omaha. After an inspection of outdoor bulletin boards in connection with churches, lodges, studios, etc., a model was decided upon, the plans were drawn up, and the bulletin board built in our Board of Education shops. In the early part of November it was set up near the outer edge of the school yard, in plain sight of all who might pass, either walking or driving.

On Tuesday morning, November 11, it was properly dedicated in a pro-

gram, commemorating American Education Week, and Armistice Day.

During American Education Week, a new poster was exhibited each day. The subjects of these posters, beautifully illustrated, were:

1. Dedicated to the Cause of Education, Bancroft Parent-Teacher Association.
2. A Nation Climbs Through Its Youth.
3. American Education—(a cartoon showing Uncle Sam chasing Ignorance).
4. Sails of Success—(each sail representing one of the seven cardinal points).
5. Education—That All May Be Well—(a watchman and lantern).
6. First Free Public School in America—Dedham, Massachusetts, 1649.

Since then, a new poster has been placed on display once or twice every week. All sorts of subjects have been included, such as Thanksgiving, Christmas, Mother's Day, and other special days, Book Week, National Music Week, World Friendship, Safety Education, Lesson Accomplishment, School and Parent-Teacher Association Publicity.

We feel that this bulletin board is a very fine means of giving publicity to the work of our school and our parent-teacher association.—MRS. ERNEST NORDIN, *President, Bancroft Parent-Teacher Association, Omaha.*

SCHOOL SERVES AS COMMUNITY CENTER

Illinois

Community suppers, community orchestras, and bands and choruses of singing fathers as well as mothers, daughters, and sons, are being sponsored by one group in a not far distant community. In this group are working together, shoulder to shoulder, the parent-teacher association, the woman's club, a church group, the Scouts, and the Camp Fire Girls.

Every night the little red school-house (and it is a little red school-house) is all aglow with the happy group working within, a group composed of parents, teachers, club and church workers, and the boys and girls themselves.

Members of the group take part in a dramatic production, make pottery, weave, paint, sew, knit, or listen to a book review. As the group has many talented members who are most anxious to instruct in the thing that he or she is best equipped to teach, there is no outside instruction.

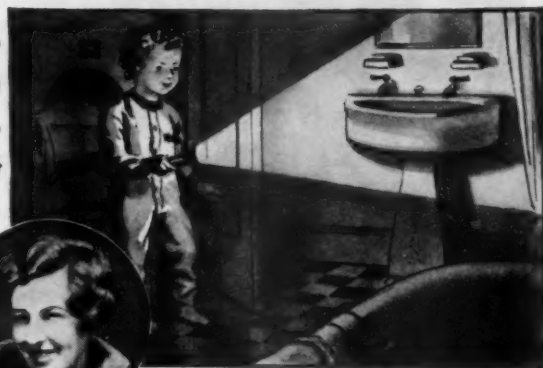
Friday night finds the group sponsoring dances for the young people of the community. Holidays are celebrated in fitting fashion with big community parties. Here you will find

"NOW I'M NOT AFRAID OF THE DARK"

Child Overcomes Terror, Gains Confidence through Simple Experiment . . . Now Mother Sleeps Too

"Only a few months ago our little boy was terrified in the dark... and now he gets up at night and goes to the bathroom all by himself," writes Mrs. Carl B. Thompson of Alexandria, Va. "And it is all because of his Eveready flashlight and the fact that we happened to read an article by a well-known psychologist urging that nervous children take flashlights to bed with them.

"Within a week his fear of the dark had left him. He slept soundly for the first time in his little life. Fortunately the batteries in his flashlight were dated Evereadys, still fresh and strong after months of service, so that the light never failed him when he wanted it. Dependable light that he could have at



will developed his self-confidence as nothing else could. Now, thanks to fresh Eveready batteries, he doesn't even wake me when he needs to go to the bathroom, but marches ahead by himself on this adventure of his own . . . and for the first time since he was born, I can relax completely and sleep all night."

Mrs. Carl B. Thompson

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NOTE—Psychologists agree that light dispels fright. Fear caused by uncertainty, vivid dreams and over-active imaginations quickly vanishes when a flashlight shows only the comforting, familiar surroundings. Going to the bathroom becomes an adventure in exploration instead of an occasion for disturbing the household. This comfort induces relaxed slumber and pleasant awakenings, encourages self-help and arouses pride in being grown up like Mother and Dad. So, if your child is timid at night, don't leave a light burning in his room: instead, put an Eveready Flashlight, loaded with fresh Eveready Batteries, in easy reach. There is every chance of solving your problem that way.

everyone from grandmother and grandfather to the grandchildren—three generations, playing, singing, working, and laughing together with other members of the community.—MRS. CHARLES W. BALCH, *Recreation Chairman, Illinois Congress of Parents and Teachers, 7030 Stewart Avenue, Chicago.*

OPERETTA WORTHWHILE IN MANY WAYS

Missouri

A colorful, two-act operetta, "The Windmills of Holland," sponsored by the Central Junior Parent-Teacher Association, was a community and school project in which parents, pupils, and teachers alike played parts. It afforded an excellent opportunity for

the patrons to get acquainted with each other, the members of the faculty, and the various departments of the school.

Many parents were amazed at the beautiful posters made in the art class. Six hundred red and yellow tulips, contributed by another class, were part of the stage setting, and gave color and atmosphere to the Dutch scene. The windmills, mechanically operated, were built in the school shop; the tickets were printed by the students in the printing department; Dutch costumes were made in the sewing class; an appropriate dance number was contributed by some of the girls from the classes in physical education; and the wooden shoe chorus was composed of girls from a music class.



A SMALL CHILD, waking in the dark, is often frightened and upset. And usually the cause of such restlessness is the heavy food eaten before bedtime.

Every child should have easy-to-digest food for the bedtime supper. Tests show that normal children sleep 14% to 30% more soundly after a supper of Kellogg's Corn Flakes and milk.

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A COMPLETE INDEX

of the 1935-36 volume of the
NATIONAL
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which was completed with the August issue, is available free of charge to subscribers. Write to

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Child's Age _____

Members of the orchestra were thrilled with the opportunity to play for a real show and did the orchestral accompaniment in a professional way. Mothers and fathers had the leading rôles. The 125 members of the cast were so happily engrossed in the preparation for the play, that they forgot that it had been planned with a two-fold purpose, and were surprised when it was announced that over 1,500 persons attended the play, and that the budget had been met.—Adapted from the PARENT-TEACHER BULLETIN of the Kansas City Council of Parents and Teachers.

"RACIAL NIGHTS" PROVE SUCCESSFUL

New York

Parents' nights for different racial groups are sponsored by the North Tarrytown Parent-Teacher Association. The Italian-American evening was attended by more than 200 members of the parent-teacher association. Guests enjoyed a one-act play by students from the Italian Club, solos sung in Italian, instrumental music, and the speeches. These urged more universal study of the Italian language, support of the measure for a new school building, and gave the history of the Casa Italiana, the Italian educational center at Columbia.

At the negro parents' night, Dr. James Allen, President of the New York branch of the National Association for the Advancement of Colored People, said that the negro student has the aptitude for success along educational lines. "This state," he said, "is most liberal in its service in the interest of youth. It does not think of education in terms of color but in terms of opportunities."

Opportunities for negroes in the nursing profession were discussed. The evening concluded with the telling of the story of the negro in the South and with music characteristic of the race.—Adapted from NEW YORK PARENT-TEACHER.

CALIFORNIA DISTRICTS SHOW WIDE RANGE OF ACTIVITY

(Editor's Note: The following items are adapted from the CALIFORNIA PARENT-TEACHER.)

Santa Monica Day Nursery is the pride of First District. The nursery was built for the benefit of children of working parents in order that they might not suffer when it was found necessary for both parents to work.

While the project of a day nursery originated with the parent-teacher members, the entire community united in building this happy place for children. The lot was donated; all the labor was donated by the various trade unions; and material was pur-

chased at cost. The Santa Monica Council raised the money, and with the aid of an architect and builder, whose time was given, supervised the erection of the building. It was dedicated in 1932, absolutely clear of debt.

During the three years of its operation, the nursery has cared for 175 children. The capacity of the nursery is thirty-five, but during last summer, there were fifty-six children enrolled, and there was a waiting list. It is operated under the supervision of the state. Each child is given a physical examination before entering and a continual check is kept on the health of the children. A regular nursery school program is carried on so that these children may acquire proper habits both physically and mentally.—MRS. DAVID C. MEIKLEJOHN, Publicity Director, First District, California Congress, 1037 N. Huntington Drive, Pomona.

* * *

The monthly programs of San Francisco, Second District, are proving to be the most valuable feature of the organization.

In August, the theme address was "The Child, the Factor in Common." At that time, parent education was featured by a model study group. In September, the Home Service Department presented a series of tableaux; the Health Department, a symposium in October; the Education Department, a panel discussion in November; the committees of Humane Education and Character Education, a drama sketch in December; in January, the Public Welfare Department, a grand jury investigation; in February, a pageant by the Department of Organization; and, in March, a selected program by committees on Juvenile Protection, Citizenship, and Motion Pictures.

Prominent speakers connected with public offices, colleges, churches, and organizations give the theme addresses each month. In this manner, most satisfactory and instructive programs have brought forth increased enthusiasm among the members. This enthusiasm is evidenced by the number of cards received giving favorable comments on the programs after those set forth by the district.—MRS. A. W. JOHNSON, Publicity Chairman, Second District, 364 Hale Street, San Francisco.

* * *

Extension work has been the most outstanding project of the Third District, which in addition to organizing seven associations and answering thirty calls from associations within the district, answered a call from the president of the Nineteenth District, and organized an association in Bryte. Local work has been strengthened by later visits and advice.

The district consists of four counties which stretch from the Sacramento River almost to the Nevada state line. One of the locals organized is located high in the Sierras, 125 miles from Sacramento; several are on the shores of Lake Tahoe, cut off by deep snows of winter from the outside world. In some of these places, school is held late into the summer and closed part of the winter. These associations have problems different from our own, and their meetings take on an added importance in the lonely winter months.

One of the organizations, not so distant as some, but more inaccessible, is in a revived "ghost" town. Their meetings begin at five in the afternoon so that all can attend. This means that the Extension committee must either stay over night, or return home in the wee small hours.

But considering what a parent-teacher meeting means to these outlying sections, the committee will assure you that their work is not only strange and interesting, but also very worth while.—MRS. H. G. JOHNSON, Publicity Chairman, Third District, 4809 Ninth Avenue, Sacramento.

* * *

Each department in the Fifth District has a story well worth telling. San Bernardino boasts of the success of the Children's Charter study course; Barstow's achievement was a P.T.A. Bazaar; Redland's project was better motion pictures; and Colton had a cafeteria managed by enthusiastic members.

Ontario Council sponsored an association at Cucamonga. In this vineyard country, the Italian, Spanish, and English mothers had been meeting at the school. Desiring to broaden their knowledge, the teachers aided them in getting together with the parent-teacher group and arranged to have interpreters. Among the thirty charter members was one who had walked six miles to attend the meeting.

Many Mexican schools are being organized with active parent-teacher associations. Some of the Mexican mothers have learned the flag salute and a few have learned to read the *California Parent-Teacher*. Often before the mothers are able to speak English, their children teach them to read.—MRS. L. O. GRAEBER, Publicity Chairman, Fifth District, 2196 Pershing Avenue, San Bernardino.

* * *

Georgia

Fifty persons from the Muscogee County Council of Parent-Teacher Associations, Columbus, recently received certificates for completing the National Congress Publicity Correspondence Course, under the instruction of Nelson Shipp.

Missouri

At the annual meeting of the Mary Harmon Weeks Scholarship Foundation, the president reported an increase in membership of fifty persons and a total gift of \$1,710. During the last school year, forty scholarships were granted.

* * *

Colorado

The Jefferson County Council of Parent-Teacher Associations has established a library for the use of its school children, in memory of Julia Douglas, pioneer librarian of Jefferson County. Thirteen of the eighteen local units comprising the council sent contributions. Forty-one reading circle books and thirty-two other books were purchased. With a donation of seventeen books, the library now has a total of ninety-one.

In order that the parent-teacher members and teachers might inspect these books, a library tea was held in the office of the county superintendent where the books are on file. Sixty people attended and lived again their childhood days as they thumbed through the pages of such childhood favorites as "Judy's Ocean Voyage," "Karl and Gretel," or "Katrinka."—MRS. CHESTER BLACKWOOD, Assistant Publicity Chairman, Bancroft School, Edgewater.

* * *

Utah

The Utah Congress conducted a parent-teacher section during Leadership Week at Brigham Young University, Salt Lake City. Mrs. E. L. Aiken, Regional Director, 50 West Second, North, Provo, writes: "The parent-teacher section was a huge success. We had large crowds every day, at both the morning session at 9:30 and the afternoon one at 3:30. At the afternoon session, we had a large auditorium with a seating capacity of 400 to 500, and we were compelled to turn people away every day because there was not even standing room. The University committee has invited us to continue the program next year, which the Utah Congress plans to do."

* * *

Minnesota

As the result of an immunization program carried on by the Aitkin P. T. A., 720 pupils of the Aitkin grades and junior and senior high schools were inoculated against diphtheria and vaccinated for smallpox. The American Legion Auxiliary donated \$25, which was used in assisting with this work. The local doctors very materially assisted by charging only a very small fee.—Adapted from the MINNESOTA JOURNAL OF EDUCATION.

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CHARACTER GROWTH

A Home and School Responsibility

PARENT-TEACHER PROGRAM for 1936-37

THE importance of the program as a means of creating interest in the parent-teacher association and of assuring consistent, regular attendance at meetings cannot be overestimated. The ultimate success of a local Congress unit depends, in large degree, upon the type of program provided for its members and the manner in which it is presented.

Through the yearly Parent-Teacher Program, the NATIONAL PARENT-TEACHER MAGAZINE endeavors to present subjects that are of vital interest to both parents and teachers in their joint responsibility of child guidance and to suggest methods by which they may be developed to stimulate helpful and purposeful discussion and to be fruitful of permanent benefits.

The theme chosen for the 1936-37 Parent-Teacher Program, Character Growth—A Home and School Responsibility, is of great importance to parents and teachers and offers unlimited possibilities in its development. The monthly topics will lend themselves to the building of worthwhile programs.

The program subjects will have universal appeal but the methods of presentation at meetings may be adapted to suit all types of Congress units—elementary, junior, and senior high school. They are designed to encourage member participation which, in itself, adds impetus to the progress of the unit.

The programs will be published monthly in the NATIONAL PARENT-TEACHER MAGAZINE. The first one appears in this issue. A supplementary article will appear in the magazine with each program to stimulate further interest and to help in presenting it at the meeting.

A Parent-Teacher Program leaflet giving a complete outline of the year's programs is available at the magazine office free for distribution to Congress units and subscribers. Lists of National Congress publications and other references related to the monthly subjects will be given in the program material. Further information regarding the program may be obtained from the office of the NATIONAL PARENT-TEACHER MAGAZINE, 1201 Sixteenth Street, N. W., Washington, D. C.

A PARENT-TEACHER PROGRAM

I.

Intelligence

*What is intelligence?
How is it developed?*

Intelligence is an acquiring of knowledge and understanding through the processes of learning in the home and in the school. It is developed through the exercise of resourcefulness, originality, good judgment, ability to plan, and breadth of interest.

Outlined by Frances S. Pettengill

That democracy alone will be triumphant which has both intelligence and character. To develop them among the whole people is the task of education in a democracy.—NICHOLAS MURRAY BUTLER.

Despite one-sided intellectualism, it becomes clear that children will be what they will be by virtue of the objects and quality of the heart's desires, and the spells to which the heart responds—its personal attachments, its admirations and hopes, its loves and hates, its preferences and aversions, its ideals; depending upon how these are evaluated and ordered by "the loving intellect, the good intellect" as Dante put it.—PERCIVAL CHUBB.

Each experience in the life of the individual, from infancy to old age, influences and builds his character. According as the child meets these experiences with intelligence—an intelligence which insures a safe and wholesome living for himself, happy companionship with his fellows, an understanding and responsible participation in the affairs of his social group, and a loyalty to the finest and highest ideals of which he is capable—thus is he realizing himself, thus is he developing character.

The interplay of character and intelligence is apparent in every activity of the individual's life and at every age level. As the child grows he passes successively into ever-broadening experiences. The ability to make wise choices, to accept the consequences of his acts, to meet both old and new situations adequately and creatively will carry over from one group of experiences to the next and will constitute what is known as the child's character. Four important areas of experience are of particular interest to parent-teacher groups. Within these areas may be listed certain phases which are especially adaptable for parent-teacher programs:

1. Habits and Attitudes of the Early Years

Personal hygiene; simple skills on his own age level; interest in birds, flowers, and nature; acceptance of necessary routine and regulations; joy in service and achievement.

2. Development Through the Group

Subordination of self-interest to group interest; appreciation and discipline by the group; growth of independence; stimulation to physical and mental activities; practice in democracy.

3. Growth in Social Maturity

Adjustment to opposite sex; cultivation of fine friendships; interest in recreational activities; adaptation to limitations of environment; choice of vocation and of avocation; practice in self-direction and self-government; development of civic interest and participation.

4. Building a Philosophy of Life

Ideals and loyalties of youth; place of religion; patriotism and civilization; marriage and parent-

hood; problems of poverty, crime, and war; the place of the individual

in the social scheme; questions involving God and immortality.

PROGRAM FOR THE GRADE SCHOOL P. T. A.

The parent-teacher program for an elementary school association may be based on one or more phases of the topics listed under the first two headings above. A teacher, a worker with boys and girls, a doctor, an interested parent, or some other well-qualified person may develop the chosen phase, or phases, of the subject. Opportunity should be given for members to ask questions and make their own contributions to the subject under discussion. Interesting and valuable projects may be developed as outcomes

of the discussion and consideration of these two areas of experience. A few of these projects are listed here; others are suggested under related committee presentations in the section on "Activities and Projects" of the *Parent-Teacher Manual*.

- a. Health projects
- b. Exhibits and hobby collections
- c. Backyard playgrounds
- d. Library project
- e. Safety campaign

PROGRAM FOR THE HIGH SCHOOL P. T. A.

Associations in junior and senior high schools will find particular interest in the consideration of the third and fourth areas of experience. The topics given lend themselves particularly well to presentation by the discussion method. A panel discussion or a round table discussion gives to a large number of members opportunity for participation and contribution, and makes possible that pooling of experiences which is of special value in the consideration of human relationships and values.

As an outcome of the discussion, the association will have an opportunity to choose from a large number of related and timely activities. Projects which engage the interest of both men and women, which meet the everyday problems of the adolescent with understanding and helpfulness, and which have a lasting effect on the environment of the young people are particularly desirable and satisfactory. In addition to the brief list given here, "Young Lives in a Modern City—A Public Welfare Program" (Washington: National Congress of

Parents and Teachers) suggests activities which are readily adapted for any Junior or Senior High School Association.

- a. Motion Picture project
- b. Institutes for development of adequate adult leadership
- c. Support of youth organizations
- d. Student Aid project
- e. Sponsorship of youth forums
- f. Making of "spot" or "polka-dot" maps and charts

The last project suggested is particularly valuable. By a series of maps the "character-building contacts" of each youth-centered agency or interested organization in a given district may be shown. The making of the maps involves the cooperative interest of all groups interested in youth, affords an opportunity for participation by the students themselves, if desired, and provides information and motivation for further projects and activities on the part of the parent-teacher association.

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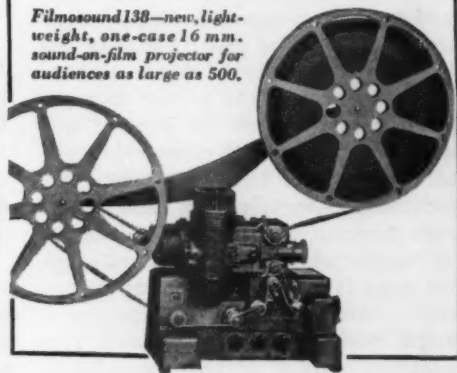
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F I L M F A C T S

by Edgar Dale

Busier than the motorman on a one-man street car will be the proprietor of a newly patented type of movie theater described in the *Science News Letter*. The theater can be completely managed by a single attendant, including ticket selling, change making, and operation of the projector. The film will be so small that a complete two-hour show can be contained on a single reel. The patent has been assigned to R. C. A.

• • •

All those fortunate enough to see the new government film, *The Plow That Broke the Plains*, are unanimous in praise of its technical excellence and dramatic power. The film presents the history of the great plains of the West from the time of the first cattle ranches, through the period of reckless exploitation, to the present day when retributory dust storms threaten to reduce them to desert level. The picture was written and directed by Pare Lorentz, a recognized authority on the cinema. The distinguished camera work is contributed by two of the ablest cameramen in the country—Ralph Steiner and Paul Strand. The combined efforts of musicians, photographers, and scenarist have resulted in a picture that sets a new standard among documentary films and one that should be a "must" on your calendar.

• • •

The National Y. M. C. A. in New York is an active agent for the circulation of films, according to *School Life*. During 1935, its Motion Picture Bureau circulated 110,500 reels to educational institutions—high schools, for the most part. Practically all the films were free.

• • •

An interesting venture in amateur movie making took place this year at Park School in Baltimore. With a production staff in which the maximum age was sixteen—save for two teachers who assisted—the students filmed *Silas Marner*. The young people themselves adapted the novel, built the sets, arranged the costumes, played the parts, and photographed the players. "To get the full flavor," writes an interested commentator, "it is necessary to hear the details—how old clothes chests were ransacked for clothes which might serve as eighteenth century costumes; how a plaster cast plays the rôle of a dead horse." Various homes were used for interior sets and local sites served for outdoor scenes. The quarry, for example, in which the villain fell with his stolen gold, was a "combination of the quarry at Bare Hills—and a pan of water on a classroom desk."

THINKING STRAIGHT

by Philip Schweickhard

THE fellow had a normally good record up to his senior year. He was well developed physically and mentally and possessed that courteous facility in conversation which indicated a good bringing up. His home was safely removed from the economic borderline. He was sensibly dressed; was permitted to drive his own car. But he had become shiftless. School work had gone to pieces, minor infractions of school discipline, previously unknown in his case, began to appear. Then truancy. There seemed no chance of his graduating and he was called in for a conference. After comparing his recent record with what his previous work, his native intelligence, and his fine home training, had led us to expect and expressing our disappointment at the turn things had taken, I asked him if he was drinking. He admitted that he did drink some but defended himself with the assertion, "All successful business men do, so it can't be so harmful."

I felt reasonably sure that most of the successful business and professional men of my acquaintance did not—I was positive, at least, that not all of them did, and I was inclined to think that those who might, would hesitate to recommend the practice to sixteen-year-old high school boys. But what I believed wasn't important, I knew. So long as he believed it, it was 100 per cent true to him.

Strange, how important his first pair of "longies," his first cigar, his first mug o' beer can make a young man feel. Strange, too, how soon it loses its "importance" kick.

What he thought and felt—that, above everything else in the world, was of most importance in his life. How did he get that way? How could I get him squared around to view this thing in a perspective which would be less devastating to his life? I wasn't too sure. If he had had a defective tooth, I should have known how it should be corrected and the dentist, the school, and the home would strike at the cause to try to prevent his having any more. But a defective idea. How could that be corrected?

I grasped at the home and suggested that an interview with his parents might be advisable. I was headed off there when he informed me that it was commonly used in his family. Couldn't society do something to protect this chap from disaster in his perfectly normal desire to be important? It used to. Time was when a saloon was a place of questionable repute which simply could not be frequented by sons and daughters of respectable families. The proprietor was equally as anxious that his business

not be endangered by any charge that he was seeking to demoralize youth, and was likely to exclude minors as a matter of principle, if not of legal compliance. This badge of unrespectability did much to protect ambitious, high-minded young people who were seriously anxious to make as much of their lives as possible, in the previous generation. The age-old wolf now returns in the sheep's clothing of respectable restaurants and cafés.

But what of the school? Certainly we have been emphatic enough about it. We've expelled anyone who ventured to bring a drop on the campus. We've warned, we've cursed it, we've propagandized. We have, in fact, so overplayed our hand that pupils have often interpreted our attitude as professional fetish, not to be taken too seriously. There, I think, has been the big mistake. The whole beverage alcohol question has been one of propaganda too long. Now the tide has surged savagely against it and has been outlawed, then the reaction has surged the other way with a sentimental attitude against society's old enemy and he has been welcomed back into the circle and all has been forgiven and forgotten.

Let us cease trying to propagandize our youth against this danger. But to be square, let us ask that youth be protected from the propaganda constantly emanating from magazine, newspaper, billboard, and radio advertising for the purpose of putting them off their guard with respect to a matter which society has always found a major problem. Rather let us approach the problem through the means which we utilize in our other school work, that of investigation, inquiry, and study. Rather than telling our youth, let us ask them to find the answers, in the school biological, chemical and social science laboratories, through sociological field trips, etc., to such questions as "What is the effect of beverage alcohol on the biological organism? Upon character? Upon self-control?" "What is the effect of increased consumption on traffic accidents, on business, on poverty, and on hundreds of other aspects of socio-economic life?"

The main business of our high schools is to train young men and women to think straight about personal and social problems and to be on their guard against being fooled. If we succeed we can trust them with the problems of society when they shall inherit them.

Information on effective alcohol education is available from *Allied Youth*, 1201—16th Street, N. W., Washington, D. C.

BOOKSHELF

by WINNIFRED KING RUGG

WITH the opening of school, parents' minds turn again to ponderings, conjectures, and sometimes to disapproval concerning what their children are being taught. They do not realize that in, one hopes, the majority of cases the plan of instruction has been the subject of careful and enlightened thought on the part of school executives and that there is necessarily constant revision. "Oh, yes, we know about revision," some parents will retort. "They're always changing something. Experimenting. I call it!"

Why curriculum revision occurs so generally, and what its basis should be according to a study of the practice in successful elementary schools, is the theme of a painstaking study by John K. Norton and Margaret Alltucker Norton, called *FOUNDATIONS OF CURRICULUM BUILDING* (Boston: Ginn, \$3). The book is intended primarily for curriculum committees, school superintendents, principals, teachers, and supervisors, and for curriculum classes in schools of education. It has also value for the thoughtful layman who is honestly interested in being

spelling, grammar and composition, arithmetic, science, music, art, industrial arts, and home economics. At the same time they have kept in view the larger principles behind curriculum building—what the schools should contribute in a democratic, industrial civilization and a changing world. Instead of dismissing all changes as "experiments," those who are interested in the schools would do well to think over the concluding statement in this book: that "continuous programs of curriculum revision provide a means whereby a school system may protect itself from the dry-rot which has undermined many educational programs of the past."

• • •

NEW METHODS IN OLD SCHOOLS

Another book on school practice is Miriam Kallen's *A PRIMARY TEACHER STEPS OUT* (Boston: Lothrop, Lee and Shepard, \$2). This is definitely committed to the progressive theory, and tells just how one young teacher, in the first grade of a crowded public school, with conservative associates and a prescribed course of study, stepped out of the old way and very cautiously moved into the new. What she did was to use with her forty-nine first graders some of the methods followed in progressive kindergartens. She introduced periods of conversation and of free play. She managed to get little chairs instead of stationary seats. The children were happier, but she was mindful that the chief end of their existence that year, according to the course of study, was to learn to read. How to be progressive though under conservative direction, how to get materials for project work without funds, how to keep the children up to the formal requirements without stultifying them, are concretely described in Miss Kallen's book. She writes for enthusiastic young teachers who want to try new ways in the traditional schoolroom, and for parents who want to know if their children can be prepared for the second grade and for serious duties in life by free play and work in informal groups.

• • •

THE SCHOOL AND CONTROVERSY

A quite different aspect of the school is the relation between it and religious, political, industrial, and patriotic organizations. Bruce Raup, of Teachers College, Columbia University, has dealt with this subject in *EDUCATION AND ORGANIZED INTERESTS IN AMERICA* (New York: Putnam's, \$2.50).



One of Ruth Nichols' pictures in *A Day at School*, by Agnes McCready

able to make an intelligent appraisal of what the schools are giving to his children.

Professor and Mrs. Norton have worked on their project for ten years. In that time they have examined the various theories—conservative, progressive, and intermediate—of curriculum building, studied hundreds of reports, and tried to summarize the best practices of the present time. In this way they have dealt concretely with the subjects of health education, social education, reading, writing,



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We want our readers to feel they can rely with confidence upon the entire contents of the magazine including the advertising.

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There are, Dr. Raup points out, certain important issues concerning which large organizations of American people hold conflicting opinions. Some of these organizations seek to further their own opinions by propaganda in the schools. Sometimes they make for the preservation of the status quo, sometimes for radical changes. Always they produce disturbance, strife between those for and those against. Dr. Raup discusses the attitude of the school toward controversial issues, and asks what the teacher shall do. He has carried his investigations to the point of conducting a survey and giving a selected public a chance to say what it thinks schools ought to do about such matters as pacifism, live issues in political campaigns, government ownership, evolution, prohibition, birth control, and several other questions about which large organizations in America have taken a stand.

Dr. Raup takes an advanced attitude. Instead of isolating the schools from all controversial questions, he believes that teachers must make up their minds about the issues before the public, and that while they ought to adhere to the American tradition of tolerance they must not be afraid to speak frankly about what they think will safeguard the common good. There is much material for thought and discussion in this book, with not all the good arguments on one side.

BOOKS FOR YOUNGER READERS

The pupil at home and in the school-room needs, of course, a good encyclopedia. There are several suited to his purposes, among them THE NEW CHAMPLIN CYCLOPEDIA FOR YOUNG FOLKS (New York: Henry Holt, 6 volumes, \$28, or \$5 each).

THE NEW CHAMPLIN occupies an intermediate position between encyclopedias arranged alphabetically and those arranged topically. Each of the six volumes is centered in a single topic, as indicated by the titles of the volumes— I, *Persons*; II, *Places and Events*; III, *Literature, Art, and Mythology*; IV, *Plants and Animals*; and V and VI, *Science and Invention*. Within the individual volumes, however, the subjects are listed in alphabetical order. So Volume I, *Persons*, which contains some 4,000 biographies, begins with Aaron and ends with Zwingli. Among good features are: the comprehensive age-level of the work, which will serve children throughout their school careers; the summaries of famous novels, plays, poems, and operas in Volume III (though it is not entirely convenient that these are in one volume and the biography of the writer or musician in

another); the good though small illustrations; and the fact that the volumes can be purchased separately if desired, and that the science section can be replaced, if it becomes out of date, without duplicating the others.

Biographies make the content of OUR AMERICA, by Adolph Gillis and Roland Ketchum (Boston: Little, Brown. An Atlantic Monthly Press Publication. \$1.28). In this collection of over twenty admirably written biographies of living Americans the two authors, both heads of high school English departments, present a book primarily designed for use in secondary school English classes, but just as good for home reading. The introduction errs a little on the side of preachiness and is too loud a call to be American, but the biographies, in more subtle and alluring fashion, show what is most inspiring in these Americans and in the national character and environment. Subjects are William Beebe, Charles Evans Hughes, Robert Frost, Lewis E. Lawes, Sinclair Lewis, Henry Ford, Amelia Earhart, Eugene O'Neill, R. L. Ditmars, Samuel Seabury, Charles J. Finger, Eva Le Gallienne, Lillian D. Wald, H. L. Mencken, George Grey Barnard, Deems Taylor, Frances Perkins, Heywood Broun, John D. Rockefeller, Jr., William Allen White, Seth Parker, Rexford Guy Tugwell, and William Tompkins.

A good little friend to keep and consult in all times of social need is Beth Bailey McLean's GOOD MANNERS (Peoria, Ill.: The Manual Arts Press. 72 cents). This is a book for high school boys and girls and covers the situations that arise in the lives of the majority of young people. Clearly, simply, and with good sense, the author gives advice about manners at home, at the table, as a host or hostess, and as a guest. She tells how to act at parties and in public, and has some wise suggestions about dress. The chapter on introductions is worth the price of the book.

For the very young, before they go to school, Agnes McCready and Ruth Nichols have prepared a fascinating book about the happy, busy time their brothers and sisters have in school. A DAY AT SCHOOL (New York: Dutton. \$1) describes the activities in a real first grade of a moderately progressive school where Miss McCready is supervisor, and the full page pictures are from photographs taken of the children by Miss Nichols. Incidentally, the pictures contain suggestions for first grade teachers.